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ABSTRACT

This teacher guide contains 14 sample lesson plans based on issues faced throughout American history and still being headlined in today's newspaper. The lesson plans include exploration and National Pride, Jefferson and Hamilton, Checks and Balances, Supply and Demand, Presidential Impeachment, Voting Rights, Historical Analogies, Predictions and History, The Industrial Revolution, The Growth of Government, The Panama Canal, The United States and Isolationism, Theodcre Roosevelt and Trust-Busting, and Locating Assumptions Underlying Arguments. Each lesson plan offers the rationale, educational objective, and teaching strategy for using material from a newspaper to illustrate or amplify the specific topic of American history. Using these as a starting point, the social studies teacher is encouraged to develop additional lesson plans. The three appendixes include information on the objectives of newspaper programs, reading comprehension, and classroom dialogues. (Author/TS)

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THE NEWSPAPER IN THE AMERICAN HISTORY CLASSROOM

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Preface

American history instruction has come a long way from the days of tiresome lectures, mindless memorization and meaningless fill-in-the-blank tests. The vocabulary of the field today includes exciting notions such as "simulation," "value clarification," "mini-courses," "multi-disciplinary" and "individualized instruction." These concepts not only dominate the professional literature, but more important, they are being creatively applied by skilled teachers across the country. There is a definite trend which finds social studies teachers constantly testing both traditional and newer instructional materials and techniques.

This emerging repertoire of materials and methods would be incomplete, however, were it not to include the daily newspaper as a legitimate classroom resource. It is our intention in preparing this monograph to draw teachers' attention to the effectiveness of newspapers in the social studies classroom, specifically in the study of American history.

We have included a rationale for the use of the newspaper, suggestions for integrating the newspaper in the curriculum, exemplary lesson plans and a number of classroom transcripts. Hopefully, a review of the contents of this monograph will provide the classroom teacher with ideas on how newspapers can be used meaningfully in any number of classroom situations.

Richard F. Newton

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Acknowledgement

ANPA Foundation thanks the authors of *The Newspaper in the American History Classroom* for their contribution to the study of American history and to the use of the newspaper as a teaching tool in understanding that history. As the nation looks forward to the celebration of its Bicentennial Year, ANPA Foundation hopes that this book will help teachers to kindle in students a love and understanding of the roots of the American experience.

Stewart R. Macdonald
Executive Director
ANPA Foundation

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CHAPTER I

WHY NEWSPAPERS?

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This guide is aimed at supporting the American history teacher who is consistently confronted by thirty-five turned-off students. We do not contend that if one throws thirty-five newspapers into the classroom, something magical will take place. Actually, if the newspapers are used for "current events," nothing at all miraculous will happen unless one considers dysfunctional classroom order to be something special. But we do contend that, while the newspaper is not a panacea, it can be a great asset to the classroom teacher if it is used in a systematic and integrated fashion. The model which is presented in this monograph represents an attempt to provide the basic procedural guidelines for using newspapers in American history classes.

The model which we shall consider is based on two important assumptions:

1. A teacher needs as many different instructional strategies, and materials to implement these strategies, as possible. The motivational level of the students is higher if there is variation in the instructional program.
2. Students should be able to apply certain skills of analysis and critical thinking to the news media which are available to them.

The first assumption is a difficult one to apply. A teacher who must meet the same class each day of the week for the normal fifty minute period is always hard-pressed for variation in the ordinary instructional program. The subsequent sections of this guide will demonstrate how the teacher can use his local daily newspaper as an instructional resource for the entire American history curriculum, not simply as something marginally related to the normal program (e.g., "Current Events"). Indeed, the newspaper can be utilized to accomplish most of the objectives normally found in the American history curricula.

It is essential that newspapers be introduced effectively into the classroom because they are an essential part of every student's experience. Their role, together with the other news media, in the formulation of knowledge and of values is paramount in an individual's life. The news media is, for many people, the central source of information about the world outside their own immediate existence. Normally in the social studies classrooms, the news media, and especially newspapers, are used only as supplements. The textbook is the central, and all too often the only source of information.

As a way of changing this situation, the authors have examined the objectives generally found in the American history programs around the country with the idea that newspapers could be useful in helping students achieve these objectives. The idea was not to create special sets of objectives for newspapers, but rather to see if these objectives could be attained more readily by using newspapers as the instructional resource rather than any of the usual resources available to the teacher.

If we look at the objectives of any school curriculum, they fall into three somewhat arbitrary categories: 1) skills, 2) attitudes, and 3) knowledge. The model outlined here can be used for reaching any of these objectives. Newspapers are, however, particularly useful for the development of skills. This would include the skills needed to critically analyze documents, develop hypotheses, draw inferences, separate facts from opinion, and locate unstated assumptions. If students can develop these critical thinking skills by using newspapers, they should be able to use these same skills for any type of written material.

The development of these skills will allow today's students to become critical information processors — a development with an obvious and a positive impact on our system of government. If students can develop these critical capacities, they will become informed and concerned consumers of the news. Since a newspaper generally reflects the competencies and the needs of its readers, it is not unreasonable to assume that what happens in the social studies classroom today will have a healthy impact on the newspapers tomorrow. If a newspaper's readership demands objectivity, greater accuracy and more complete coverage, a newspaper must respond or lose its audience. If one were to survey editors across the country, such an elevation of reader expectations would be widely acclaimed as being long overdue!

Unfortunately, most of the programs for the development of knowledge and skills about media utilization are designed as units to be taught over a limited period of time in a specific course. There are two glaring drawbacks in this type of approach. First, most teachers are reluctant to take more than a few days (if even that) out of a course study for fear that they will not be able to cover all of the required material. Even if teachers do not have this fear, administrators do. The second drawback to teaching entire units on the newspaper, or any other media, is that when media utilization skills are taught as a separate unit, students tend to view them as simply one more topic in a long list of things to be memorized and quickly forgotten. Students should view the newspaper, and all other media, as something with which they *constantly interact*. The best way to get students to conceive of newspapers in this manner is to employ the newspaper as a *continual* resource.

In so doing, it is imperative for the classroom teacher to predetermine the instructional objectives to be reached during the year. In many school districts these objectives are catalogued in curriculum guides and require little, if any, reformulation. Once a teacher decides what the objective is, he or she should then turn to the problem of structuring the instructional process so that the objective may be attained. Thus, for any given objective there may be several different instructional strategies, with correspondingly different types of resource materials.

There may be several ways of reaching the instructional objective. The possible strategies might be simulation, role-playing, inquiry, case studies, or a lecture. In the course of a school year a teacher should make use of as many different strategies as possible. This means that teachers must have a large number of different instructional resources available.

Newspapers are ideally suited as a resource for reaching certain specified objectives. The following hypothetical objectives offer some idea of the wide range of objectives that can be achieved with the newspaper as an instructional resource.

The student, given a situation which seems to indicate a trend, is able to extrapolate the consequences of the trend.

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The student, given a newspaper article which describes current congressional debate, will be able to identify the constitutional principles which underly the issue.

The student, given a picture from his local newspaper, will be able to draw an inference from this picture.

The student, given a description of a local situation which involves a problem with civil rights, will be able to demonstrate how this situation is related to the idea of civil liberties as expounded by Jefferson.

The aforementioned are the type of objectives which might be found in any good social studies program. They are *not* objectives that deal with teaching about newspapers; rather, they are objectives which allow the teacher to utilize newspapers as an instructional material. Thus, this program is a shift from the typical current events "nonapproach." The lesson plans and classroom transcripts which follow will document how this integrated approach has been used successfully in real classrooms.

Finally, it seems only logical to use the newspaper for many of the existing objectives found in the social studies curriculum. By using newspapers, teachers can not only help children develop certain competencies; they will also be helping the students apply these competencies to material which they will be using for the rest of their lives. Since the whole point of schooling is the development of skills, attitudes, and knowledge which will prove useful in later life, it is reasonable that such skills be taught using the newspaper. Newspapers should be integrated into the normal curriculum, not simply attached as something to do on Friday.

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DEVELOPING THE LESSON

It is one thing to advocate the integrated use of newspapers for the study of American history; it is quite another to provide the specific guidelines necessary to utilize newspapers effectively. In this section we will attempt to answer those questions raised by teachers who accept the need for integrating newspapers into the curriculum but have experienced difficulty accomplishing this integration.

How Should The Newspaper Be Used?

While the authors advocate integrating the newspaper into the curriculum, we do not advise relying solely on newspapers for the study of American history. This can and has, in fact, been done by a number of innovative teachers throughout the country. However, it is preferable to look upon the newspaper as only one in a number of highly useful instructional resources. Just as the basic textbook cannot cover all the possible objectives and strategies in an American history course, neither can the newspaper. If a teacher has a number of other resources and strategies in his collection, they should be used. It is simply dysfunctional to stretch a resource in order to use it in marginal situations.

A teacher should encourage students to read the newspaper daily but should focus during class primarily on those news stories, editorials, cartoons, pictures or advertisements which will help him reach pre-determined objectives. By utilizing newspapers this way, students benefit from the daily reading of the newspaper, while teachers need only use the content of the paper which directly relates to the content of American history.

Such selective *classroom* application of the newspaper allows the teacher to contend effectively with the admittedly unpredictable content of the newspaper. While it is uncanny how much appropriate material appears in the paper on a daily basis, there are occasions when *no* appropriate article can be found. Conversely, on many occasions a teacher will find several articles around which lessons might be structured. This common occurrence suggests the need for teachers to maintain a clippings file where appropriate articles, etc. and their accompanying lessons might be indexed until they can be introduced at the chronologically precise point during the course.

Which Newspapers Should Be Used?

In determining what newspapers to use, two factors need to be taken into consideration.

1. In all instances it is advisable for the teacher to make primary use of the local, daily press. In addition to considerations of availability, it is the local newspaper which is most likely to report on news which is immediate to the students' experience. Articles and editorials which make contact with the students' world are most apt to create the student interest which is the basis for a successful lesson.

2. Teachers should endeavor to present students with the viewpoints of several newspapers. This can often be accomplished by comparing competing local papers and/or by introducing newspapers with significant regional and national audiences.

No matter which newspapers are used, teachers should be sensitive to the opportunities available to them to critically examine the manner in which different papers report on the same event. For example, consider how two newspapers constructed substantially different versions of the same news story:

NEW YORK TIMES
"N.A.A.C.P. Softens Anti-Nixon Stand"

The National Association for the Advancement of Colored People shifted away from its position a year ago when it denounced the Nixon Administration as "anti-Negro."

Bishop Stephen G. Spottswood, the N.A.A.C.P.'s board chairman, who made the unusually harsh attack on the administration last year, said in a prepared speech tonight that "the racial sky is not exactly light and clear" but added that "it is not as murky and dark as it was a year ago."

He used his keynote address at the organization's 62nd annual convention to point out that "The answer in 1971 has to be that the Nixon Administration has taken certain steps and has announced policies in certain phases of the civil rights issue which have earned cautious and limited approval among black Americans."

GENEVA (N.Y.) TIMES
"NAACP Casts Wary Eye at White House"

The chairman of the board of the NAACP said Monday night that the suburban housing posture of the Nixon administration has become a major target of the largest civil rights organization in the country.

Bishop Stephen G. Spottswood of Washington told the 62nd convention of the association that the administration is wrong in framing its policies on housing discrimination in the suburbs so that a distinction is made between economic and racial bias.

"We will agitate, persuade, use our voting powers locally and nationally — and even cuff a little — to get the Nixon administration to join us in nailing this bias in housing for what it is — a pure, skin-color kick."

In its housing statement in e rly June the administration drew a distinction between "economic" discrimination and "racial" discrimination, saying it had no legal authority over "economic" exclusion in the housing field.

"We intend to press," Mr. Spottswood told the 2,500 delegates in his keynote address, "until the federal government recognizes that in 99.44 percent of the cases, when local governments use zoning restrictions to bar low-income housing, the reason is racial, not economic."

Regarding the administration he labeled as "anti-Negro" a year ago, Mr. Spottswood said:

"The racial sky is not exactly light and clear. But it is not as murky and dark as it was a year ago. We shall continue to call the shots as we see them . . ."

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Such varying treatments of the same event should certainly be used to have students develop a better understanding of how newspapers provide their readers with differing perceptions of one reality. It might be mentioned that such exercises go a long way to reverse students' traditional gullibility for the printed word.

Do Students Require Special Preparation in Order to Use Newspapers?

We stated at the outset that we would not be much concerned with teaching about newspapers or with creating objectives for newspapers because we are far more interested in seeing newspapers used to reach the existing objectives of any American history course. However, unless students are familiar with the structure of newspapers and with news gathering and editorial procedures, they will not receive the maximum benefit from instruction based on newspaper material.

Many teachers introduce students to reading newspapers by teaching a short unit on the newspaper itself. There are many prepared units available, and newspapers across the country have commissioned the preparation of such materials for classroom teachers. Should you wish to obtain sample newspaper units, you can write to the following source for more detailed information:

Educational Services
ANPA Foundation
P.O. Box 17407
Dulles International Airport
Washington, D.C. 20041

ANPA Foundation, in conjunction with the Educational Testing Service, has developed a classroom test of newspaper reading ability. The ANPA Foundation Newspaper Test enables teachers to determine a student's achievement level in 32 competencies of newspaper reading (See Appendix A). Interested teachers are directed to "Measuring the Effects of Newspapers in the Classroom" (Paul B. Diederich and Marvin Maskovsky), an article appearing in the February, 1970 issue of *Social Education*. For further information on the test and for sample tests write:

Cooperative Tests and Services
Educational Testing Service
Princeton, New Jersey 08540

Despite the availability of newspaper units, achievement tests and the like, some of the best curriculum materials relating to the study of the newspaper have been developed by classroom teachers. We strongly encourage our readers to check with the ANPA Foundation for information regarding local teacher-training seminars (supported by various local newspapers) run throughout the year at different locations across the country. These sessions provide teachers with an excellent opportunity to study the press as well as to examine new methods of newspaper application in the classroom. Additionally, we are including in our bibliography a number of references that have proved invaluable to classroom teachers endeavoring to better understand the relevant aspects of newspapers in American society.

We are including the following lesson designed to acquaint students with the importance of editorial judgment and with the concept of newsworthiness. It is but one example of how teacher-developed materials can assist students in better understanding the structure and content of the newspaper:

The following stories broke Tuesday morning, July 6th. As an editor for your hometown paper, indicate where you would place each story: 1) front page, above the fold, 2) front page, below the fold 3) inside news page.

1. The 26th amendment is certified.
2. New Jersey Mayor and six other officials are convicted.
3. U.S. is considering speed-up in Vietnam according to Kissinger.
4. It was a disastrous weekend with 562 highway deaths.
5. State Universities are feeling the financial "pinch."
6. Louis Armstrong dies.
7. Hurricane slows bombers in Vietnam.
8. NAACP softens its anti-Nixon stand.
9. Minh asks U.S. pressure to assure fair elections.
10. Burger tells nation's bar to tighten self-discipline.
11. Sato reorganizes cabinet and asks better U.S. ties.
12. President Nixon gives warning about steel inflation.
13. County's fringe pay benefits are better than in industry.
14. Marine drills are being investigated.
15. Tropical gale aims at Massachusetts coast.
16. Teamsters' President Fitzsimmons seeking political muscle as he asks for funds for lobbying and support of candidates.

How to Categorize Newspaper Content

There are two keys to effectively utilizing newspapers for the study of American history:

1. A teacher must approach the newspaper with a sense of purpose and with an objective in mind.

2. A teacher must possess some device which categorizes the news of today in relation to the events of yesterday.

With that second prerequisite in mind we would like to examine in some detail the "issues" approach to the study of American history.

Numerous scholars have developed and refined this idea over the last several years, but one of the best explanations of the "issues" approach has been offered by Dr. Dennis Buss of Rider College. Dr. Buss' work is of particular applicability because he was concerned with the subject of using newspapers to help make American history more "relevant."

The main thrust of Dr. Buss' suggestions are contained in an ANPA Foundation monograph, the text of which we are reprinting in full for your reference.

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MAKING AMERICAN HISTORY RELEVANT TO HIGH SCHOOL STUDENTS THROUGH THE USE OF NEWSPAPERS (By Dennis Buss)

Teachers of American history in high school often hear the students ask: "Why must we study history? It means nothing to us." The problem of making the past relevant to a generation concerned with the here and now is probably the most difficult for the history teacher to solve. At present, there is a massive effort to make history vital and meaningful to youth through various social studies projects. Most are based upon the inductive method or the inquiry-discovery techniques as processes for understanding the content of history. Many challenging and interesting student activities are based upon their participating in the inquiry process. The assumption is that the act of inquiry is intrinsically interesting, or at least more interesting than traditional approaches. Yet, it is the content of the past that students find most difficult to relate to their lives. Thus the history teacher must face organizing the *content* of history to make it relevant. A step forward is taken when the student begins to approach the subject by practicing the methodology used by historians.

American history contains recurring persistent issues. Included among these are:

1. Labor vs. management
2. Civil rights and liberties vs. state and social welfare preservation
3. Radical dissent vs. social and political consensus
4. Ruralism vs. urbanism
5. Federalism vs. states rights
6. Foreign involvement vs. isolation
7. Realism vs. idealism in foreign policy
8. Minority rights vs. majority rights
9. Violence (war) vs. law and order (peace)
10. Conservation vs. development

These issues provide a basis for organizing the content of American history courses in the high school. The chief characteristic of these issues or problems is their relevance to the present. *That is, present problems are almost always contemporary manifestations of similar issues faced by Americans in the past.* Although the particular circumstances of the issues continually change, it is the type and nature of controversy that remains permanent. Here the teacher is provided a means of bridging the curricular gap between history (the discipline) and society (the contemporary context of our lives).

Before studying the usefulness of these issues for the history curriculum, some qualifications about them need to be stated. First, these issues are not to be interpreted as either or types of controversies. There are gradations of positions along the continuum of opinions on these issues. Second, the reader may not agree that certain of these are important or fundamental, as they are not absolutely the only significant issues in American history. Based on a reflection of one's own interpretation of the past and present, the list can be rephrased, dropped, or added to. Third, it should not be assumed that these issues are equally important in relation to each other at all times. Examples of each issue can be found in almost any period of American history, but the intensity in which they were debated or the degree to which they involved the American people depends greatly upon the context of the times. Furthermore, this list is a reflection of the writer's interpretation of the past and, as such, is open to debate.

Despite these qualifications, the issues provide a useful framework for organizing the content of American history. The teacher can select the content of past eras as they relate to these issues. In this way, the teacher can cover the Jacksonian era while his students learn how to relate to fundamental issues. For example, the "Bank" issue can be perceived as both a labor-capital conflict and as a rural (West)-urban (East) conflict. The Cherokee Indian relocation can be seen as an example of the minority vs. majority rights conflict. Usually, the most important events are examples of one of the issues.

Here are some options: 1) The issues provide for considerable flexibility in planning by providing a contemporary example of one of these issues through using history as a tool to understand the evolution of the problem. 2) Students can chronologically trace all of the issues from past to present. 3) Particular periods of the past can be used as illustrations of one or two of the issues at a time.

In all of these approaches, however, the essential function of the teacher is to relate the past to the present or vice versa, by using these issues as the vehicle for the transition. Because the issues are contemporary, they are the most important and valuable factor in organizing content of American history. For it is the present which most interests the student.

This system also lends itself to the skill and affective functions of instruction. Students can practice inductive techniques using original and secondary sources to interpret trends in historic eras as they apply to the specific issues. For example, students could be presented with the problem of comparing labor-management relations of today with the period of the late 1900's. A student would be asked to evaluate sources, weigh the evidence, make comparisons and reach conclusions about each period.

The issues also provide splendid opportunities for affective education. Invariably they raise value issues to which the student can easily relate. Perhaps the most fruitful aspect of this proposal would be in the area of the affective domain, since the issues provide a stimulating context for students to clarify and defend their own value positions.

The newspaper then becomes an essential tool in the process of relating the past to the present. The newspaper provides much of the written data which makes up the essence of contemporary issues. Yet to the reader, a newspaper can be a confusing mass of headlines, articles, editorials and photographs. The spontaneity of events does not lend itself to orderly patterns of organization. While it is easy to organize news into international, national, state and local categories, these categories say little about the content of events occurring in those

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domains. Thus, a local grand jury indictment can have national and even international repercussions, if the people involved are newsworthy and the issue holds significance for the greater society.

Of course, some readers approach the newspaper with a particular perspective based upon vocational and avocational outlooks and interests. Thus, the businessman and economist take great interest in the financial sections of the newspaper; those inclined toward the arts read theater, cinema and book reviews; politicians read political news and editorials; the sports fan, the sports section, etc. For the teacher of high school American history, however, almost every aspect of the newspaper has relevance to his subject. Thus, the question of what to select from the newspaper is made difficult by the breadth and range of the subject being taught and the great variety of news being reported.

Consequently, the teacher and his students must have some scheme for coding news material in such a way that historical issues are focused on in the form of present-day events. This can be done easily by applying the list of persistent issues in American history to the newspaper. Students should be encouraged to read the newspaper, seeking to identify major issues represented in the articles, photos, etc. Hopefully an interaction between past and present will take place so that the student will develop a sense of *historical perspective*, and at the same time, realize that historic issues are constantly being re-expressed in new and excitingly different ways as found in daily newspapers.

The intelligent reader of a newspaper reads with a sense of purpose. If students can be taught the value of consciously categorizing news material into an issue-oriented framework, their enjoyment, understanding and respect for a newspaper and history can be enhanced. While the coding of articles is important, it is not the only task the student and teacher in the American history class face. Obviously, the content of the article and its historical significance must be dealt with. Here, effective questioning techniques on the part of the teacher become essential. Guidelines for effective questioning can be developed within the reflective mode of inquiry. If the teacher has challenged his class to develop hypotheses about aspects of the various issues in American history, it becomes relatively easy to test these hypotheses by using contemporary evidence contained in the newspaper. Good questions quite readily flow from this reflective strategy.

Two general sorts of hypotheses can be made in the social studies classroom. One form of hypothesis is to make a clear statement about human social behavior which has universal implications. The other form is to make hypotheses which are relative to people, time and places. Most often in the history classroom, hypotheses with qualifications are posed. For example, historians have hypothesized that the urban working class was the primary source of support for Andrew Jackson and his program. Of course, this assertion has been challenged by other historians who claim that the Western farmer and the rising capitalist entrepreneur were more important sources of support for Jackson. These kinds of issues lead the student into an interpretative or historiographical study of the past. An historiographical approach, however, only indirectly lends itself to analysis of the perennial issues.

It may be more fruitful for the teacher to concentrate on a set of core issues or problems which seem to transcend *particular* time periods, locations or people. By focusing upon perennial issues, more universal hypotheses can be posed which can be readily tested by data from the past as well as the present.

For example, if students were studying the Jacksonian era of American history, one of the basic issues which would apply to this period would be the labor-capital problem. The teacher could develop a lesson plan focusing upon such questions as:

> What developments were occurring in industry and commerce in the 1820's through 1840's? What impact did these changes have upon labor? What were the sources of labor discontent? How did labor express its discontent?

Through such analysis, the teacher leads the class to a more general question which involves a synthesis:

> How does labor react to technological change in the means of production? Does labor tend to support or resist such changes? Are there qualified reactions?

At this point, the class proposes hypothetical solutions to the problem. Once the hypotheses are made, they must be *tested against* relevant historical and contemporary data found in newspapers. Depending upon the strategy of the teacher, this task could then be pursued in "post-holing" fashion or the hypotheses could be tested as the class studied other eras in chronological order. In either case, data from newspapers is used.

In trying to develop an hypothesis regarding labor's reaction to work, many other interesting questions can be raised for further inquiry. For example, topics such as alienation, exploitation, productivity, progress, unionization, etc. could be explored in relation to labor-capital problems. This becomes the essence of open-ended reflection. The history text and the newspaper become two of the many tools and sources of data that the teacher has at his disposal in order to stimulate his students to greater understanding of human social behavior. Given some guidelines or a rationale for selecting content, the classroom becomes an exciting place for both teacher and student.

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Another interesting grouping of certain pervasive and persistent issues in American history is contained in Hunt and Metcalf's classic methods text, *Teaching High School Social Studies*. These authors refer to various issues as "Problematic Areas in American Society" and persuasively argue that the reflective examination of these areas should define the focus of any social studies curriculum.

Specifically, Hunt and Metcalf define the following problematic areas:

1. Power and the Law
2. Economics
3. Nationalism, Patriotism, and Foreign Affairs
4. Social Class
5. Religion and Morality
6. Race and Minority Group Relations
7. Sex, Courtship and Marriage

Of course, any grouping or listing of issues (or problem areas) is arbitrary. Accordingly we suggest that teachers develop their own set of issues that will be appropriate for the needs and interests of their students. The resulting issues should then be applied (by teacher *and* student) to any reading of the local newspaper. Teachers in particular should repeatedly practice categorizing news content if they expect to develop proficiency in designing effective lessons utilizing newspapers.

While it is true that following an issues approach will *initially* involve more work for the teacher, it is also true that the technique guarantees that students will examine the *process* as well as the content of history.

A Word About Skills

We are convinced, as are most teachers, that many students lack the critical thinking skills that are central in developing an understanding of American history or any other body of knowledge. We are equally convinced that several factors account for this situation:

1. Curriculum guides always list the development of critical thinking as a priority, but they seldom suggest how this development will come about. It remains, unfortunately, a mystical process.
2. One culprit seems to be the traditional American history textbook — most textbooks do not provide for the systematic development of critical skills.
3. These critical skills cannot be acquired by osmosis. They must be practiced. Most, if not all, teachers believe that acquiring such skills is important, but few teachers regularly provide students with an opportunity to practice them.

Newspapers can be particularly useful with respect to skill objectives, as a number of the typical lessons in Chapter III demonstrate. For example, newspapers can be used for attaining all of the following objectives:

1. Locating unstated assumptions
2. Spotting main points
3. Differentiating between fact and opinion
4. Drawing inferences
5. Developing criteria for analyzing the accuracy of a comment, statement, or generalization
6. Ordering cause and effect relationships
7. Ranking supporting details in relation to a central idea

If students can sharpen these skills by practice, they will become critical information processors. The capacity to critically process information has, of course, enormous implications for understanding the content of American history (or any other discipline, for that matter). The same students will also be developing transferable skills through the use of the newspaper, as they will be doing throughout their adult life.

Lesson Structure

The lessons in Chapter III are merely examples. We do not suggest that the experienced teacher sit down and prepare highly structured and systematized lesson plans. We do suggest that the teacher approach the classroom with a specific idea of what he or she wishes to accomplish, as well as a specific notion as to how this will happen. In an effort to familiarize the reader with the format we have chosen, let us comment about the components of the lesson plans that will follow in the next chapter.

Objective:

The first component in our lesson plan (following the authors' rationale for use of the topic) is a statement of objective. The objective gives any lesson focus, in that it states precisely what the teacher hopes to accomplish. Objectives normally specify that, as a result of instruction, a student will either know something, develop some skill, or feel differently about some problem or issue.

The reader will note that we have avoided use of the phrase "behavioral objective" or "performance objective" — not because we think that behavioral objectives are inappropriate, but because we think they are not always applicable. In our opinion many instructional objectives cannot be reduced to or phrased in behavioral terms. Moreover, many behavioral objectives, as they become more precise and specific, tend to become trivial.

Assumption:

Often, a major component of any lesson plan is an assumption about the student's prior knowledge. Such assumption must be clearly stated so that individual student "readiness" can be determined quickly and efficiently.

Teaching Strategy:

Perhaps the most vital component of a lesson plan is the teaching strategy: what a teacher does to reach a given objective. Teaching strategies include techniques such as simulation, role playing activities, discussions, lectures, questions and answers, etc. Questioning strategies are particularly important; we have listed in the bibliographical section of this book a number of excellent references on the whole notion of teaching by asking questions.

Suggested Additional Materials:

In a few lessons in Chapter III, supplementary resource materials are suggested. These are in addition to the assumed use of the newspaper article accompanying the lesson and an American history textbook. The American history textbook is mentioned here not because we feel it is vital to what goes on in the classroom — far from it. However we are convinced that the textbook is still the central reality in most classrooms. Accordingly, we have endeavored to show how newspapers can support, supplement and complement textual materials.

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Evaluation:

The last component of a good lesson plan is an evaluation section. This evaluation should not be viewed as a quiz or test. Rather, it is an informal process in which the teacher checks on whether the lesson has gone well. It does not take the place of more formal testing procedures; it supplements them. Evaluative devices should not measure what an individual student learns. They measure the class' collective grasp of the lesson.

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CHAPTER III

TYPICAL LESSON PLANS

This chapter will present lessons that the authors have tested in the classroom. This material, along with the explanation of the overall framework in Chapters I and II, should allow any classroom teacher to design his or her own materials.

Each lesson was designed for a special purpose and a particular classroom; thus they may not be very useful for some other, quite different classroom. As much as the authors sympathize with the need for an emergency lesson plan book, they hope this volume does not become one. Rather, we hope that each teacher will develop lessons which meet his own needs.

The model that we have utilized in developing these lessons is important. It is this model that is useful for any classroom, providing systematic procedure for the development of lessons which utilize the newspaper. Additionally, the model can be effective for groups of differing ability levels. The lessons which follow are meant to be examples of the variety of lessons that a teacher can create.

Anyone who has developed curricular materials is familiar with a constant problem in material and resource development. Professionally prepared materials are generally better than teacher-developed materials in terms of quality, polish and level of scholarship. But since they are designed to be used by many teachers, they seldom fit the needs of any one teacher conveniently. With the explanation of the model given in the first two chapters and with the examples found in this chapter, a teacher should be able to develop his or her own lessons.

The format of this chapter is simple. Each lesson plan is preceded by a brief statement giving a rationale for the lesson and, when necessary, a few statements as to the techniques utilized. Each lesson is accompanied by a newspaper article which aids in accomplishing the stated objective. Some lesson plans will be followed (in Appendix C) by a partial record of actual classroom dialogue illustrating a particular point, demonstrating how a particular questioning strategy is used or illustrating how the teacher introduces an inquiry stimulus. When necessary, we have also included a brief explanation on what is going on in the classroom discussion.

All lessons deal with the American history curriculum and particularly with the content of traditional courses. This is what the majority of social studies teachers find themselves teaching, some because they like it and others because they have little choice.

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LESSON NO. 1

EXPLORATION AND NATIONAL PRIDE

Rationale:

One of the unpleasant aspects of many American history textbooks is that they have other nations doing strange, irrational things. American history, and any other national history one may choose, has a nationalistic bias. This is a good feature if one is attempting to build up national pride, provide for the socialization of the younger citizen, and inculcate people into a system of values. But it is bad if building the skills of critical analysis is the goal. One such skill is the building of analogies.

In an historical analogy the items being compared can be separated widely in time; time is not an important variable. The similarities and differences of the items being compared are what is important. The first part of the analogy being considered here is found in every American history textbook: "The Exploration of the Western Hemisphere." One important feature of this period was the role that national pride and prestige played in the exploration of new territories. The strategic and scientific importance of these new lands at times became secondary to the matter of competition between the different nations.

Most of today's students were born just after the time when the two largest (world) powers began the drive to explore space. An article taken from *The Fort Worth Star-Telegram* was written directly after the landing of the first man on the moon. It raises the issue of national pride in the space program. After the students have read this article and their textbooks, they should be able to compile a list of the differences and similarities between the two periods in history.

The students should consider whether such competition in exploration is helpful or harmful to the world as a whole, as well as to those nations involved. It is popular among many people to talk about the foolishness of the race to the moon. The exploration of the western hemisphere by Spain, France, and England provides the students with an historical analogy. The analysis of both historical periods will benefit.

Objective:

The student will be able to identify the role of *nationalism* in the process of *exploration* and *discovery*.

Assumption:

The students should be familiar with the behavior of the various European nations in exploring the Western Hemisphere.

Teaching Strategy:

Students should read the accompanying article and reach agreement on precisely what it says.

Students should be asked if the landing on the moon would have had the same impact on Americans if the first man to set foot on lunar soil had been a cosmonaut from the U.S.S.R.

Direct students' attention to the tenth paragraph in the article, beginning, "We've proved that we're No. 1 . . ." At the time of the landing, was this feeling widely shared by other Americans?

Students should come to some agreement as to a description of nationalistic feelings and to a subsequent definition of nationalism.

To further examine the role of *nationalism* in exploration, have students list the various reasons why America entered the space race. Was nationalism among these reasons? Have students document their answers by researching public comments of Eisenhower and other governmental leaders in response to Sputnik.

Suggested Additional Materials:

Any primary source book concerned with the motivation and activities of the various 16th century explorers. A good example of such a work is *The Conquest of Mexico*, by William H. Prescott (Bantam Books). This first person narrative is an excellent look into the many motivations of Cortez and his conquistadors.

An old news article on the launching of the first Sputnik.

Evaluation:

Have students compare and contrast the discovery and exploration of the New World with the race to the moon. Did national pride and prestige influence French, Dutch, Spanish and English 16th century policy? Have students document their responses by locating supporting material in a primary historical document.

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NIXON LEADS NATION'S PRAISE

Heart of America Full of Pride

By Associated Press

A surge of pride dazzled through the hearts of Americans Sunday night as they watched first one, then two of their number set foot on the moon.

Leading the nation in applauding the achievement of Apollo 11 astronauts Neil A. Armstrong and Edwin E. Aldrin Jr. was President Nixon.

About 2,000 persons watching the landing on an enormous television screen outside the Time-Life Building in New York City cheered and clapped when the announcement came, "He's on the moon."

They also broke into applause when Nixon said in the astronauts "peace and tranquility on earth."

An estimated 10,000 persons watched the events on giant television screens set in Central Park in New York City. Vendors sold "moon dogs" and "lunar chips."

"This is wonderful, this is unbelievable," screamed red-haired Gail Armstrong toward the sky to the moon's surface.

"It's almost impossible to comprehend what is actually happening," she added, jumping up and down.

Joseph Gierpelsky hugged his girlfriend, saying, "This is the most marvelous thing we could ever witness or ever will witness."

The news earlier in the day that the astronauts had landed their lunar module on the Sea of Tranquility drew similar comments of pride and joy.

"We've proved that we're No. 1," said Leo Vigil, 51, of Albuquerque, N.M. And the President's feelings and Vigil's words were echoed by most Americans.

"The moon landing is the most fantastic thing that has ever happened," said Cecil T. Morris of Leawood, Kan. "The landing means to me just what it means to any American pride in accomplishment."

* * *

THERE WERE dissenters. "It doesn't do any good," Mrs. Rose Rosen, 76, of New York City, said about the landing. "On this earth there are so many people who are unhappy, forsaken and poor."

Percy Simpson, 11, of Chicago, said, "I don't think they should be fooling around up there . . . if God intended us to see the moon, he'd send it down here."

Some people agreed with Robert T. Montgomery of Kansas City, Kan., "I have mixed feelings," he said. "On one hand I think it would be much better to spend these vast sums of money in other areas where much good could be done. However, I am sure that many things coming in the future from this venture will turn out to be of great value to civilization."

To the vast majority, however, Sunday was a day for unqualified cheers.

"A great triumph for American science," said William T. Freeman of Studio City, Calif.

* * *

"A FABULOUS, almost incomprehensible accomplishment," said Joseph J. Vance of Ralston, Neb.

"It's fantastic, of phenomenal significance," said Dr. Terrance Judge, 33, of Seattle.

Half a billion people including President Nixon watched television reports of the landing.

There were prayers for the astronauts in churches throughout the United States and elsewhere.

In the United States, CBS producer Robert Wussler estimated the TV audience for the moon walk might be 150 million, 96 per cent of total saturation.

*

AMERICANS watched in homes, bars, nightclubs, prisons, and on special sets or screens at race tracks, parks, plazas, airports and in one murder trial courtroom.

Three 9-by-12-foot screens were put up in New York's Central Park, where the city staged an all-night moon vigil for tens of thousands.

People were asked to come in "symbolic" white clothes to watch the TV pictures beamed on the huge screens along with cartoons and movies of past imaginary moon trips.

The program included a synthetic aurora boreais, a dance performed in a moon bubble under black light, and the dropping of colored parachutes from a 19th century balloon by "parachute sculptor" Yukihisa Isobe.

Other big TV screens were erected in Rockefeller Center, where a life-size model of the moon module was displayed, and at Kennedy Airport, less crowded than usual because people apparently stayed home to watch their own sets.

*

IN LAS VEGAS, one casino announced it would have topless showgirls pour champagne from hundreds of bottles uncorked at the moment the moon module landed.

Casinos in Reno, Lake Tahoe and Las Vegas put batteries of color TV sets throughout the gambling rooms. One public address system asked patrons "to refrain from their pursuit of jackpots" during the crucial moon approach.

Centennial Race Track near Denver put color TV sets in the stands so horse players could watch moon developments.

In Charleston, W.Va., all nine races Monday night at Shenandoah Downs were named for the moon venture: the Neil Armstrong, the Edwin Aldrin, the Michael Collins, the Perfect Course, the Lunar Lander, the Eagle, the Columbia, the A-OK and the Homeward Bound.

The warden of San Quentin Prison announced TV could run past the usual 11 p.m. curfew for 1,100 prisoners in two honor blocks.

* * *

DISNEYLAND at Anaheim, Calif., reported unusually good business for its "Flight to the Moon" ride.

In Nashville, Tenn., Criminal Court Judge Allen R. Cornelius ordered a color TV set bought for a courtroom, so a murder trial jury of 10 men, two women and two male alternates, could watch the moon events.

Disc jockeys at radio station WCNR in Bloomsburg, Pa., played only songs with moon in the lyrics.

Near Pittsburgh, Supervisor Edward Ingram of suburban Moon Township announced that Monday night he will dress up as an astonaut, go up in a helicopter and land on a baseball field for moon ceremonies a parade and fireworks for the 15,000 citizens.

In Carson City, Nev., Carl Hocker, warden of the state's medium and maximum security prisons, said almost all the 667 prisoners watched television. About 35,000 persons watching the Washington Senators and the New York Yankees play baseball at Yankee Stadium learned of the landing when the words "they're on the moon" flashed on the scoreboard.

Officials stopped the game for a moment of silent prayer for the astronauts' safe return, then the crowd joined in singing "America the Beautiful."

From the July 21, 1969 Fort Worth (Tex.) Star-Telegram.
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LESSON NO. 2

JEFFERSON AND HAMILTON

Rationale:

Everyone who has been through an American history course has discussed the differences of opinion between Thomas Jefferson and Alexander Hamilton. Just as likely they quickly forgot most of what they learned because Jefferson and Hamilton remained abstract figures. They were individuals of importance in their time, but their acts have little bearing on today's world. Students can be helped to understand that many of the concerns of these two individuals are still central today. For example, the whole notion of citizen participation in the decision-making process which so concerned both Jefferson and Hamilton was a major issue in the presidential campaign of 1972.

This lesson asks students to apply their knowledge of Hamilton's and Jefferson's philosophies to a local urban renewal issue. Urban renewal represents the type of situation which pits political leaders against those people who must lose their homes for the good of a greater number. The stage is set for a conflict which tests the ability of the government to solve problems which fall with unequal impact on the local citizen.

This lesson can become as complex as the students' knowledge of Jefferson and Hamilton. Students conversant with their philosophies will find all sorts of nuances and contradictions in the situation. These could be Jefferson's rural bias and dislike of cities or the conception of a powerful educated elite versus a strong commercial elite. The teacher, in developing his own lesson, will need to consider how much information the students have at their command.

The teacher may use the news story as an introduction to the study of Hamilton and Jefferson. The news article will be a stimulus to inquire into other resources to defend their hypotheses. The lesson is but a starting point.

This article discusses an issue in Philadelphia. Students in Iowa will find it to be about as interesting as the traditional textbook. Nonetheless, this same issue with a different specific incident is very real in Iowa. It is happening in every area of the country. A local issue should always be used in developing this type of lesson. If the need is to move from the abstract to the concrete, then the focus must be on matters of local concern and immediacy. This is what makes the local newspaper a vital resource.

Objective:

The student will be able to state how Jefferson and Hamilton would have reacted to a local conflict situation which involves the issue of citizens participating in decisions which affect themselves. To do this, students must show how their response would be consistent with the philosophies of Hamilton and Jefferson.

Assumption:

The students should understand Thomas Jefferson's and Alexander Hamilton's political philosophies.

Teaching Strategy:

What is the source of conflict in this article?

What do the residents want?

Reach agreement on the major points mentioned in the article.

Taking what you know of the political philosophy of Hamilton, how do you think he would feel about this situation?

Do you think the economic status of the residents might be a factor in how Hamilton would feel? Why?

Now, how do you think Jefferson might have reacted in this situation? Why?

Can you think of any specific points in Jefferson's writings, or in his life, which would help you make an hypothesis in this case?

Evaluation:

Ask each student to bring in a news article covering a recent decision on, or resolution of, a local conflict situation (e.g. busing or revenue sharing). Each student will then explain in a few paragraphs how he thinks either Jefferson or Hamilton might have reacted to this resolution. By doing this, the student will apply his knowledge to a new and different situation.

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Residents May Sue Franklin Town Project

By ELIZABETH DUFF

The leader of a Franklin Park residents association said Monday he is "almost certain" his group will take court action against the Franklin Town development project if the planners refuse to give area residents a big-

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[illegible] Daley, North Park Residents Association chairman, said the court action "would be a total attack on the Urban Redevelopment Act" the state law governing projects like Franklin Town.

Group leaders contend that project officials did not consult community residents in planning the $400 million, 22-block project.

The redevelopment site runs in a triangular area from 16th and Race sts., to 16th and Spring Garden sts., to 21st and Spring Garden sts. It is a privately funded proposal to build nearly 4000 residential units plus office and hotel space.

Corporation president Jason S. Nathan says the project "is of enormous importance to the city."

But he declined to comment on the court possibility saying it would be "speculating."

Daley's group hopes to delay any City Council action until residents obtain a voice in planning and relocation procedures.

He contends that 600 individuals in 49 families face possible relocation.

But the Relocation Authority in a special census determined 220 individuals in 63 families would be affected.

The families involved became a disputed issue because the city relocates on the basis of families, not individuals. Daley conceded that the numbers of families affected as determined by the city "is probably about right."

Nathan said he had no power to delay Council discussion because it is "a city interest" and "it's not up to us to speed it up or delay."

Daley said his group does not oppose the project, but the lack of resident participation in the planning. If planners refuse to broaden community input before the Council discusses the project, he said legal action will be taken.

Conciliation efforts began Thursday when corporation officials talked with group leaders, but no agreements were reached.

From the July 13, 1971 Philadelphia (Pa.) Inquirer. Reprinted by permission.

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LESSON NO. 3

CHECKS AND BALANCES

Rationale:

The Constitution is replete with devices in which one form of governmental power controls and limits another. The separation of legislative, executive and judicial functions is an example of such a device. In recent history the executive branch of the federal government has come to exercise a dominance over the legislative arm. This development is of critical importance and deserves careful classroom analysis.

The following lesson, based on an editorial cartoon from *The Washington Post*, describes Congress' serious problems in fulfilling its traditional function as a counterbalance to presidential power. This lesson asks students to examine specific Constitutional provisions and shifting power relationships.

Objective:

The students will be able to give at least three reasons why the powers of Congress seem to be declining while those of the President appear to be increasing.

Assumption:

A basic familiarity with the system of checks and balances provided for in the Constitution.

Teaching Strategy:

Ask students to identify the cause of conflict.

What is suggested about Congress' ability to serve as a balance to presidential power?

What specific abuses have weakened the traditional role of Congress as a balance to presidential power?

Optional: If reforms are not enacted, what generalizations might be made regarding the future relationship between the executive and legislative branches of the government?

Evaluation:

Each student will locate two articles in the local paper suggestive of the following structural defects attributed to the legislative branch of the federal government:

1. The inability to reach decisions quickly on key legislation.
2. The seniority system.
3. Long sessions at the Congress.

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Herblock's Cartoon, from the January 2, 1973 Washington (D.C.) Post.
"Man, If You Want to Stay in This Game, You'd Better Get in Shape"

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LESSON NO. 4

SUPPLY AND DEMAND

Rationale:

Many teachers of American history tend to treat economics less than systematically. This failure to develop students literate in economics is probably a function of three separate, but interrelated, factors:

1. Most high school social studies teachers have had very uneven instruction in economics themselves. Many of the teachers who did take collegiate courses in economics were taught in such a manner as to reinforce economics' traditional claim to being the "dismal science."
2. Research has revealed that there is a totally inadequate treatment of economic concepts in history textbooks.
3. Many economic concepts are admittedly abstract.

Despite the difficulties in teaching economic concepts, it is important that there be a commitment to understanding economics. Our understanding of American history can not be complete without a grasp of basic economics. Moreover, if economics is important to understanding the past, it is absolutely essential to making sense out of the confusing events of the present.

The following lesson is typical of how newspaper content can serve as a bridge between theory and reality, as well as a bridge between past and present. Specifically, the lesson is concerned with an examination of the forces of supply and demand, and their impact on market prices. Once students master this concept they will be far better equipped to understand 1) the role of tariffs in American history; 2) the feasibility of establishing free trade zones; and 3) tobacco production in colonial America, to say nothing of the reasons behind the skyrocketing increases in the cost of energy and foodstuffs.

Objective:

Students will be able to describe the impact of supply and demand forces on prevailing market prices.

Assumption:

No major assumptions are involved; the lesson is largely self-contained.

Teaching Strategy:

According to the article, what is happening to the supply of marijuana?

What series of actions have led to the "pot drought?"

Has the demand for marijuana increased, decreased, or remained constant? Can this question be answered by reading this article?

Assuming a constant demand, what effect does a decreasing supply have on market prices? Document your answer locating an appropriate reference in the article.

If demand were to decrease, what would eventually happen to both production and to prices?

If supplies are becoming scarce and demand remains high, what is likely to happen with respect to new competition? Document your answer by referring to the article.

If the supply of a product were to suddenly exceed demand for a product, what might we expect to happen to the market price for that product?

Optional (concept of tariffs):

What impact would the introduction of foreign goods have on the supply of any given product or commodity in the United States? What would be the implication for market prices?

How has the American government traditionally protected American growers and manufacturers from oversupply resulting from the introduction of foreign goods?

Students should also consider the relationship between lower production costs overseas and the imposition of protective barriers.

Evaluation:

Each student will locate two news articles which illustrate the effect of supply and demand forces upon prevailing market prices.

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Smokers of Marijuana Now Find Cost Can Be Higher Than Effect

Crackdown on Mexican 'Grass' Cuts Supply, Raises Price; Riskier Substitutes Feared

By Peggy J. Murrell
Staff Reporter of THE WALL STREET JOURNAL

American college students and others who like to blow away their troubles in pungent clouds of smoky euphoria are in for still more trouble. Their grass is drying up.

Grass is marijuana. Pot began to be scarce in June when Mexico started cracking down on shipments of the weed smuggled into the U.S. Now the U.S. and Mexico have agreed to greatly increase surveillance along their border. An estimated 90% of the marijuana smoked in the U.S. is picked in Mexican fields and transported across the border.

"Nobody can get any grass," says Frank, a college sophomore spending his summer vacation in New York's East Village. "After all this damned LSD, speed (an amphetamine) and mescaline that's going around, it sure would be great to get back to some nice, soft pot." Frank had intended to stock up on marijuana in New York and take it to his friends at college, but the "pot drought" has left him empty-handed. "It's really awful," he complains. "What will I tell the kids?"

Frank can still buy weak grass, particularly the American-grown variety, but at as much as $30 an ounce, or about twice as much as he would have paid a few months ago for the more potent Mexican variety.

The pot shortage started in Mexico, according to Larry Katz, head of the San Diego office of the Justice Department's Bureau of Narcotics and Dangerous Drugs, because of a drought and a killing. Lack of summer rains thinned the grass crop. Then a Mexican official, who had ordered the burning of 50 acres of what was left, was shot and killed. The Mexican government alleges that the three suspects in the case are known as marijuana runners.

A House-to-House Search

"As a result of the killing," says Mr. Katz, "martial law has been declared. They have moved in troops for a house-to-house search throughout the state (of Sinaloa), and every road leading out of Mexico is heavily guarded. The Mexican government now maintains squads that constantly destroy marijuana wherever they find it."

The Mexicans destroy marijuana fields by burning them, which has produced at least one harrowing experience for two Harvard seniors caught in a field slated for scorching.

"We were picking the stuff to take back when fire bombs began falling all around us," recalls one of the students. "Then the narcs (narcotics agents) started hunting for us, so we had to stay hidden in the fields for two days without food or water. Man, it was just like Vietnam."

U.S. Customs officials also claim they are catching more small-time smugglers than ever, including many college students who vacation in Mexico and return with pockets full of pot. Marijuana smuggling has traditionally been so easy, officials say, that big crime syndicates have hesitated to compete with students and five or six-man smuggling rings.

Existing efforts by customs officials and border patrolmen are small, however, compared with the major drive against drug smuggling that is about to begin along the Mexican-American border. Both nations have agreed to cooperate in the venture, called Operation Intercept, which is being billed as the largest search and seizure operation ever conducted in peacetime by civil authorities.

Sniffing Out Pot

Extra men, motor torpedo boats, pursuit planes and sensing devices that can sniff out marijuana and opium poppies will be thrown into Operation Intercept. The airborne customs men will also be empowered to force down planes suspected of carrying contraband marijuana or dangerous drugs.

The marijuana merchants' answer to the squeeze is to peddle weak strains or outright impostors. Large quantities of marijuana are also grown in Panama, Colombia, Jamaica and Vietnam. It can be grown almost anywhere, including the U.S., although the Mexican variety is preferred for its strength.

Domestic grass, particularly the kind grown in Illinois, Iowa and Minnesota, is being shipped to the West Coast "in significant quantities," according to one Federal narcotics official. And some peddlers, he adds, are passing off oregano, alfalfa and other noneuphoric plants as marijuana, or mixing them with small quantities of the real article to exploit what he calls the "starvation mentality" created by the grass shortage.

A 34-year-old New York brokerage firm librarian and occasional pot smoker says that grass from the Midwest, New Jersey and upstate New York is about the only thing available in New York City now. Local narcotics officials agree.

"The stuff is really terrible," says the librarian, "but it's all there is." The influx of inferior and phony marijuana has forced buyers to shop more carefully than in the past. "There's more emphasis than ever on 'try before you buy.' Before, if you knew the person, you usually didn't bother," laments the librarian.

"I used to be able to smoke one joint (a marijuana cigarette) and be flying high," says a Chicagoan. "Now, I can smoke two ounces in two days and barely get off the ground." One ounce of crushed marijuana leaves makes 20 to 25 joints; when made with Mexican marijuana, two joints are usually enough to produce a "high" in the average person, users say.

The grass shortage has spawned do-it-yourself marijuana farmers. "There's a lot of the home-grown variety around," says a Washington, D.C., resident. "Here, you'll see it growing in window boxes, flower pots and backyard gardens. People are really desperate."

Far from rejoicing at the marijuana shortage, some narcotics officials are now afraid that pot smokers may switch to other, more dangerous routes to euphoria. Marijuana has so far been judged non-habit-forming by medical authorities.

"Youthful drug experimenters, if they can't get one kind of drug, will look for something else," says William Durkin, head of the New York Bureau of Narcotics and Dangerous Drugs.

A 21-year-old Radcliffe College senior is even more emphatic, "I really didn't want to try acid (LSD) before. But there's no grass around, so when somebody offered me some (LSD), I figured, 'What the hell.' I didn't freak out or anything, so I've been tripping ever since."

From the September 11, 1969 Wall Street Journal. Reprinted by permission.

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LESSON NO. 5

PRESIDENTIAL IMPEACHMENT

Rationale:

Any U.S. history text will include some mention of Congress' power of impeachment. While there is a constitutional provision for this procedure, it is a device that has been put to use only once in our history.

This lesson is designed to allow students to examine this constitutional provision and the reasons for its limited application in our history. Students will come to better understand precedent and the way a tradition comes to assume the power of legal sanction.

This lesson might be used to initiate the study of Reconstruction and the impeachment of President Andrew Johnson. In examining the Johnson case, students will come to realize that the atrocious handling of those proceedings may explain why impeachment has been used so seldom.

Finally, this lesson illustrates that advertisements can serve as effective materials on which to base a lesson. Indeed, no part of the newspaper should be overlooked as an instructional tool.

Objective:

The student will be able to identify two major reasons why the clause in the constitution providing for impeachment of the president has gone largely unused throughout our nation's history.

Assumption:

Basic understanding of the impeachment clause of the United States Constitution.

Teaching Strategy:

What is this ad calling for?

What is the purpose of the group sponsoring the ad?

Will they be successful?

Had the precedent of impeachment been established, how would it have affected the integrity of the two-party system?

What types of things do you think it would be necessary for a president to do in order to be impeached? (The question should be raised as to what Congress can do if it dislikes what the president is doing.)

Optional: Compare the impeachment provision with the "vote of no confidence" procedures used in many other nations.

Evaluation:

The students should be able to give at least one historical example of an occasion when an angry Congress might have impeached a president, as well as the reasons why they ultimately did not.

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©1972 by The New York Times Company, from the September 17, 1972 New York Times advertisement about The President, the Supreme Court and the Bribery and Conspiracy Statutes of the United States of America - The Case for Impeachment of Richard M. Nixon for Bribery

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LESSON NO. 6

VOTING RIGHTS

Rationale:

One topic which receives considerable attention in most U.S. history classes is the right of citizens to vote for their leaders. Some mention is always made about how this right has been enlarged to include groups of people who were not originally granted the power to vote. Little mention is made of the difficulty some people still encounter when attempting to exercise this right.

In 1972, many young people found it difficult to register. A great many reasons were given, but in most cases it was simply a case of a few people creating devices to make voting difficult for the young citizen. Not as much difficulty should be expected in future years, but young people should be aware of ways people can be and have been kept from voting.

This article discusses a complicated voter registration form, a type of subterfuge common at one period in our history. The student is asked to consider the modern version of this device and make some comparisons to similar devices used in the Reconstruction Period.

This lesson asks the students to analyze the mechanical aspects of these attempts to restrict voting and to consider the motives of the people who lived in different time periods. Students are to consider themselves a part of the majority group and to present their reasons for restricting the right to vote. The students attempt to create devices protective of their own interests. In addition, the students must consider the mechanisms they have devised and in what time period they might be legal or illegal. The students will see that some of these attempts to restrict registration would have been legal during Reconstruction but illegal today. Students will come to understand that the right to vote has not always been shared by everyone.

Objective:

The student, given a contemporary example of a device designed to circumvent existing voting laws, will be able to explain how similar devices systematically deprived blacks of the vote during the Reconstruction period.

Assumption:

Understanding of the federal constitutional enlargement of voting rights throughout American history.

Teaching Strategy:

What is being discussed in this article?

Describe the voter registration forms and the types of questions raised.

Why do the civil rights forces object to these forms?

Do the majority of voters in Mississippi have to complete such forms?

Are these registration forms, in your opinion, designed to limit minority voting power?

If you lived in Mississippi during the Reconstruction Period and were a member of the enfranchised majority, what voting requirements would you impose in order to prevent minority interests from having a political voice?

Compare your list of requirements with those used in the 1890's to disenfranchise blacks.

Were the requirements employed in the Reconstruction South legal? Is the new registration form legal?

Evaluation:

Have students respond to the following problematic situation:

Suppose that you were running for class president and certain groups were opposed to you. What devices could you construct that would keep them from voting?

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©1972 by The New York Times Company, from the August 7, 1972 New York Times article by Roy Reed "New-Voter Form Stirs Mississippi"

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LESSON NO. 7

HISTORICAL ANALOGIES

Rationale:

One of the most commonly misused items in history classes is the historical analogy. Analogies have been constructed to compare almost every aspect of the past and present. Rome has been compared to the United States. The British Empire has been compared to American internationalism. Presidents have been compared to Hitler and the war in Vietnam likened to the American Civil War. Analogies, when made properly, are a useful tool; when made poorly, they are sources of misunderstanding. The problem for the student lies in deciding which analogies are accurate and which are inaccurate.

The newspaper is probably the greatest single source of historical analogies. They are generally made by editorial writers and columnists. This lesson focuses on one such column. In the lesson students should examine the two items being compared. If the writer's description of the nation of 1876 or 1971 is inaccurate, then any comparison will be invalid.

The students must consider whether these two time periods are indeed comparable. There may be some very strong reasons for not comparing the two periods. If the two time periods are comparable the students will also develop criteria by which an accurate historical comparison can be constructed.

An optional section is included in this lesson plan as an example of a different way of examining the question of historical analogies. Analogies usually are made with some purpose in mind; the writer has a point to make. The students need to consider whether or not this purpose might distort the nature of the historical analogy.

Editorials are highly suitable for developing certain skills. For example all students should possess the ability to differentiate between fact and opinion. Comparing editorials to straight news stories is an excellent method for separating fact from opinion. In the accompanying editorial, have students identify those characteristics which properly label it an "opinion" piece. Have them look, for example, at the use of color words and phrases ("rogue," "nincompoops," "McCarthyite recrimination," etc.); the use of the conditional tense, and the introduction of an ode, an essentially literary device.

Do not be too confident that your students will recognize this piece as an editorial. In our field testing of the lesson we found an alarming number of students who did not identify this as an editorial. This says much about student gullibility, and about the need for students' becoming critical consumers of the news. For a particularly good treatment of this subject, please see chapters three and four of *Interpreting the Newspaper in the Classroom* by William A. Nesbitt (see reference in Appendix).

Objective:

The student will be able to identify an historical analogy and will develop criteria for evaluating its validity.

Assumption:

Students will have previously studied the Grant administration.

*** Teaching Strategy:**

What does the writer state about the conditions of the country in 1876? In 1971?

Does he feel that there are similarities between the state of the nation in 1876 and in 1971?

What are some of these similarities? Is the writer making any comparisons? Are such comparisons valid? What constitutes a valid historical analogy?

Optional: Does there seem to be a motive for making such a comparison? Is this often the case with such comparisons?

Evaluation:

The student will locate an historical analogy in the textbook. He will develop a set of criteria for evaluating its validity.

*See Appendix C for transcript of actual classroom dialogue on this lesson.

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© 1971 by The New York Times Company, from the April 11, 1971 New York Times article by William V. Shannon "No Happy Birthday"

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LESSON NO. 8

PREDICTIONS AND HISTORY

Rationale:

The ease with which political leaders make predictions has remained constant throughout our nation's history. At times these predictions are based on fact, at times on whim, and often on wishful thinking. Most predictions are long forgotten by the time the events take place; sometimes they are not. Hoover's statements about the ending of the depression and Johnson's pronouncements on the progress of the Vietnam War are examples of the type that people remembered.

If students are to analyze such predictions they must acquire the ability to discriminate between a prediction and a statement of fact. This lesson assumes that the students have previously developed this skill. Thus, little time is spent on it.

Another skill crucial to analyzing predictions is the ability to identify the basis for making predictions. A good prediction is one which is based on available data and on objective observation. In this article the students should recognize what is based on direct observation and what is inferred from little or no data. The students should realize that the background of the individual making the prediction affects the validity of the prediction. For example, an expert in one field will often make predictions in another field which are out of his area of competency.

The third skill regarding predictions is identifying the type of information which validates or invalidates a prediction. Students need to watch for vague predictions which cannot be proven true or false. A common prediction is that the United States will suffer another depression. Without predicting either the time or magnitude of such an economic setback the individual can never be proven wrong. Another common forecast sees the decline of the United States as a world power. Usually there is no definition regarding what makes a nation a world power. The wide circulation of such vague predictions makes it essential that students be alert to them.

Students need to develop the requisite skills enabling them to critique predictions. The lesson which follows is designed to develop such skills. It focuses on locating data to assess a past prediction. The student is introduced to the problem of accurate vs. inaccurate predictions as well as to the skill of identifying vague and unprovable forecasts.

Objective:

The student will be able to evaluate historical predictions in the light of recent data.

Assumption:

Students should be aware of events and the political climate during the time Grant was president.

***Teaching Strategy:**

The students should identify at least four predictions made by President Grant about China.

There should be a high degree of certainty regarding what President Grant predicted.

The students should be able to either give information, or tell where it might be located, which would allow the predictions to be proven true or false.

From this information the students should decide whether or not President Grant's predictions were accurate.

Evaluation:

Using the newspaper, ask the students to locate a prediction that one of our present leaders has made about another nation. Each student should then give two reasons why the prediction may be inaccurate.

*See Appendix C for transcript of actual classroom dialogue on this lesson.

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An Earlier Peking Visit

Thoughts of President Grant

Almost one hundred years ago, another American President visited China and talked to that nation's leaders. In 1879, one month after leaving the office, General Ulysses S. Grant set out on a world tour and spent some six weeks in China. His view of China and Sino-American relations was both perspicacious and, in the light of events in the past 25 years, ironic.

Grant had several conversations with Prince Kung, the regent of the tottering Manchu Dynasty. A selection of the general's comments to the Prince, and to American reporters travelling with him follow:

★ ★ ★

On American policy toward China:

The policy of America in dealing with foreign powers is one of justice . . . There is no temptation to the United States to adventure outside of our own country . . . The fact is, the Chinese like Americans better, or rather, perhaps, hate them less, than any other foreigners. The reason is palpable. We are the only power that recognizes their right to control their own domestic affairs.

★ ★ ★

On Chinese power:

The Chinese are not a military power, and could not defend themselves against even a small European power. But they have the elements of a strong, great and independent empire, and may, before many years roll around, assert their power . . . I thought I saw the germs of progress in China. The country has great resources and a wonderfully industrious, ingenious and frugal people . . . The end of this century will probably see China looming up.

★ ★ ★

On political change:

. . . There must be a marked political change in China . . . the present form gives the state no power whatever. It may take off the heads of weak offenders or of a few obnoxious persons, but it is as weak against outside persons as America would be if state's rights, as interpreted by the Southern Democrats, prevailed. There are too many powers within the government to prevent the whole from exercising its full strength against a common enemy.

. . . My impression is that China is on the eve of a great revolution that will land her among the nations of progress. They have the elements of great wealth and great power, too, and not more than a generation will pass before she will make these elements felt.

PRESIDENT GRANT
. . . foresaw political change

★ ★ ★

On foreign aid:

I think that progress in China should come from inside, from her own people . . . If her own people cannot do it, it will never be done. You do not want the foreigner to come in and put you in debt by lending you money and then taking your country.

★ ★ ★

On the Chinese and trade:

The Chinese are enduring, patient to the last degree, industrious, and have brought living down to a minimum. By their shrewdness and economy they have monopolized nearly all the carrying trade, coastwise, of the East, and are driving out all the other merchants . . . I should not be surprised to hear within the next 20 years . . . more complaints of Chinese absorption of the trade and commerce of the world than we hear now of their backward position.

★ ★ ★

On the Chinese leaders:

The leading men thoroughly appreciate their weakness, but understand . . . other powers have made rapid strides toward the new civilization on borrowed capital and under foreign management and control. They know what the result of all that interference has been so far as national independence is concerned.

★ ★ ★

On exchange students:

. . . I know of nothing better than to send your young men to our schools . . . These schools will enable your young men to compare the youngest civilization in the world with oldest. . . .

★ ★ ★

On the country itself:

To those who travel for the love of travel, there is little to attract in China or induce a second visit.

While President Nixon visited Peking in winter, Grant was there in the summer and found the weather unpleasantly hot:

I would be happy to remain longer in China; but the weather is so oppressive that I have been compelled to abandon many of the excursions I proposed to myself when coming to Peking.

However, like Mr. Nixon, Grant did see the Great Wall of China, Mr. Nixon's comment was "I think that you would have to conclude that this is a great wall." Grant was less prosaic:

I believe that the labor expended on this wall could have built every railroad in the United States, every canal and every highway, and most if not all our cities.

★ ★ ★

On his visit:

My own visit has been under the most favorable circumstances for seeing the people and studying their institutions. My impression is a very favorable one.

From the February 29, 1972 Philadelphia (Pa.) Inquirer. Reprinted by permission.

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LESSON NO. 9

THE INDUSTRIAL REVOLUTION

Rationale:

The cause and impact of industrial revolution is subject to a variety of interpretations. This is particularly true of the period after the Civil War. At times this period is seen as one of tremendous growth and leadership and at other times as a period dominated by ruthless opportunists. The tremendous changes the U.S. has undergone throughout its history are in great part due to technological growth. An understanding of American history is incomplete without understanding what this growth has meant to the United States.

The ramifications of this growth can be examined in several ways. The first might begin with a study of steel production, the development of interchangeable parts or the development of the assembly line. Another way to examine this is to look at such matters as the increasing specialization of labor, the growing educational level of the labor force, and the drive for discovery of new natural resources.

The lesson which follows is designed to increase students' competency in differentiating between the direct and indirect consequences of industrialization. This is a skill which is not only important in the history of industrial growth, but also in other areas of American history, such as the examination of political changes and the changing conceptions of the government's responsibility. It is important that students be able to differentiate between direct and indirect consequences of an historical trend or event.

Students are asked to identify some of the social changes resulting from technological development. They must differentiate between those changes which are a direct consequence of industrial growth and those which are indirectly a result of such growth. The students must differentiate between causes and consequences.

The article used as a stimulus for the development of this skill describes two people who plan to retrace the voyage of Marquette and Joliet. The students are asked to locate the path that such a voyage might take. After identifying this path, the students then begin listing what the two voyagers will see on their journey in contrast to what Marquette and Joliet saw. After the completion of these lists, the students should decide which sights reflect the direct result of the industrial revolution and those which show indirect consequences of technological change. In this way discussion will center on what constitutes a primary effect of the industrial revolution.

Objective:

Students will be able to identify three technological innovations and the particular social and economic consequences of each. (Political consequences might also be reviewed but these relationships are much more subtle.)

Assumption:

This lesson assumes that the students have had *some* practice in developing the skill of differentiating between cause and effect.

Teaching Strategy:

After reading the article, students should trace, on a map, the original Marquette-Joliet voyage.

The students should be able to describe some of the things that Marquette and Joliet might have seen on that original voyage.

The students should then develop a list of things that might be seen by those reenacting the Marquette-Joliet journey.

Working from this list the students should identify certain technological innovations (e.g. an automobile) and the observable social and economic consequences of each (e.g. traffic jams, suburban housing developments, fast food franchises, smog, drive-in movie theatres, etc.)

Evaluation:

During the sixties there was much written in newspapers about the likely social and economic impact of the computer. Have students develop a list of what they think the social and economic consequences of the large scale introduction of computers has been. The accuracy of these student lists could then be validated through research. For example, has labor displacement really been a result of the massive introduction of computer systems or has the introduction of the computer actually created new industries and jobs?

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Trip will mark anniversary

Canoes to trail Marquette

CHICAGO — (AP) — A Jesuit priest from Chicago and an Elgin schoolteacher are planning a 3,000-mile canoe trip next spring over waterways traveled by Louis Joliet and Father Jacques Marquette 300 years ago.

The voyage will observe the 300th anniversary of the Joliet-Marquette exploration, which historians say was the key to opening the Midwestern and Western states to settlement.

The part of Marquette in the reenactment will be taken by the Rev. Charles McEnery, S.J., 35, of the Holy Family Parish.

His companion will be portrayed by Red Lewis, 29, a French language teacher at Elgin Larkin High School.

Five other voyagers are to be named for the expedition, which will use two 20-foot canoes being built with fiberglass hulls — instead of the bark canoes of three centuries ago.

The reenactment is scheduled to start May 17 in St. Ignace, Mich., and end Sept. 19 near Green Bay, Wis.

The Joliet-Marquette exploration party left in May, 1673, from the St. Ignace area in the Straits of Mackinac separating Michigan's Upper and Lower Peninsulas.

The group paddled across upper Lake Michigan into Green Bay.

[illegible] the explorers continued by water through the Fox River, Lake Winnebago, and into the Wisconsin River west toward Iowa, where they reached the Mississippi River at the confluence near Prairie du Chien, Wis.

They traveled down the Mississippi to Helena, Ark., where they turned around and came back upriver.

Historians say on the way back they took the advice of Mississippi into the Illinois River, following it to Chicago and Lake Michigan.

The anniversary is being observed by eight states in addition to Illinois and Wisconsin: Arkansas, Iowa, Louisiana, Minnesota, Mississippi, Missouri and Tennessee.

The Illinois Legislature created a state commission this summer to make plans for the observance.

It has called on local officials to attend a statewide meeting in Springfield Nov. 30 to discuss further Illinois' participation.

From the September 23, 1972 Detroit (Mich.) News.
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LESSON NO. 10

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THE GROWTH OF GOVERNMENT

Rationale:

While urban growth is often examined in American history classes, little attention is devoted to the study of such growth and its implications for governmental responsibility and power. As cities and other population centers have grown, there has been a proportionate rise in governmental regulation and involvement. Since this trend appears to be continuing, it would seem that students should examine the many dimensions of this issue.

The stimulus for an inquiry into the issue is a pair of photographs. The two photographs are of the same area, taken 100 years apart. The students are first asked to note everything they see in the pictures.

When the students have completed examining each photograph the teacher should begin compiling a list of the items found in each. The students should then be asked to consider if there are some items in the 1972 list, not found in the 1874 list, which would seem to demand some form of government involvement. The students are involved in the making of inferences; they are examining data and then drawing certain conclusions on the basis of the data.

This process insures some controversy; not all the students will reach the same conclusions. Some may reason that the government need not be involved in a given function while others will maintain that only government can regulate the function. One example is trash collection. Should the trash from the Times Mirror Building be collected by the government or is the task better suited to private enterprise? The question is not easy. The students need to reflect upon the consequences of the growth and its implications for all levels of government.

Objective:

The student, given two photographs of the same location taken 100 years apart, will be able to identify the consequences for governmental responsibilities and tasks inherent in the evident growth.

Assumption:

The ability to draw inferences from visual data.

Teaching Strategy:

The teacher should ask the students to examine the two pictures closely. Each student should list items which do not show in the 1972 picture but which must be present given the size and design of the new buildings. (The students should list such things as public utilities, street maintenance, sewage systems, public transportation systems,etc.)

After the students perform this task, a list of the class responses should be compiled.

The discussion should then move to the question of regulating and monitoring the items mentioned. For example, the teacher should ask if there is more than one sewer system present, if the highways are private, etc.

The answers to these questions will lead to discussion of municipal monopolies and services.

Evaluation:

Each student should bring to class an article covering a new service which some group in society wishes the government to perform. Students will then attempt to evaluate the desirability and feasibility of the government taking on the proposed function. An example might be nationalization of the railroads.

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©1972, Los Angeles Times, from the October 15, 1972 Los Angeles Times article by William S. Murphy "Then...and Now"

LESSON NO. 11

THE PANAMA CANAL

Rationale:

Students have always enjoyed the study of President Roosevelt's role in the construction of the Panama Canal. However, students often remember America's actions toward Colombia much better than the reasons for building the canal. They appear to lack appreciation of the history of the canal. This lesson encourages students to examine what shippers did prior to the building of the canal, the importance of the canal today, and its future role in world shipping.

The lesson centers on an article reporting the tremendous increase in maritime traffic through the Strait of Magellan at the tip of South America. The article makes no mention of the canal, but suggests that as an interoceanic passageway the Strait has been almost forgotten during the last fifty-eight years. This statement encourages the teacher to help students reflect on why this is so.

This article and lesson also illustrate that almost any given newspaper article can be used to achieve multiple objectives. For example, this article on the Strait and the canal could be used in support of any, or all, of the following classroom objectives:

1. It allows students to further develop and exercise map reading skills.
2. It helps students consider the role of the Strait of Magellan in the Age of Discovery.
3. It helps students consider the strategic importance of the Panama Canal as well as the history surrounding its construction and maintenance.
4. It helps students practice the skill of developing alternatives to a situation and then evaluating consequences of the alternatives. Such decision-making skills can be applied to any body of knowledge.

Objective:

1. Students will be able to demonstrate map reading skills.
2. Students will be able to describe the role of the Strait of Magellan in the Age of Discovery, as well as the strategic importance of the Panama Canal today.
3. Students will practice decision-making skills.

Assumption:

Students will have basic map reading skills.

***Teaching Strategy:**

Locate the Strait of Magellan on a world map.

By consulting a map showing the route of Magellan's voyage, have students identify the strategic importance of the Strait.

Despite the fact that the Strait serves as a passage to the Pacific, what has been its fate for the last 58 years?

What development created a "maritime recession" for the Strait?

What reasons have allowed the Magellan Strait "to stage a dramatic comeback" in terms of maritime traffic?

Evaluation:

1. Have students demonstrate map reading skills by locating the Suez Canal and briefly describing its strategic importance.
2. Will the renewed importance of the Strait dictate any changes in American foreign policy? Consider the U.S. role in the Panamanian "War of Independence" and subsequent U.S. involvement in Panamanian affairs. Might similar American involvement in Chilean and Argentine affairs be a possibility as the Strait becomes of greater strategic importance.
3. Given the inability of the Panama Canal to accommodate deep draft vessels, have students list alternative courses of action and evaluate each in terms of its advisability. For example, consider the following:

   Develop the Strait
   Dig a new canal in Nicaragua
   Deepen the Panama Canal
   Construct smaller cargo vessels

*See Appendix C for transcript of actual classroom dialogue on this lesson.

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—United Press International Telephoto

360-Mile Passage Connects South Atlantic With the Pacific
. . . local pilot required by Chile for difficult crossing

Magellan Strait Stages A Dramatic Comeback

SANTIAGO, Chile — (UPI) — The almost-forgotten Strait of Magellan on the tip of the South American mainland is ending a 58-year maritime recession.

Once seemingly doomed to second-class status by the Panama Canal, the Strait has shown a spectacular increase in recent years in passenger vessel and freighter traffic.

Part of the credit goes to a remarkable group of seamen who pilot the ships through the meandering, fog-shrouded 360-mile route between the South Atlantic and Pacific oceans.

THE STRAIT was discovered by Portuguese navigator Ferdinand Magellan in 1519. It lies in Chilean territory, between the continental mainland and a group of islands known as Tierra del Fuego.

Skippers in the 19th and early 20th Centuries sought to avoid sailing around treacherous Cape Horn, a jagged outcropping farther south, and preferred to voyage through the Strait's enclosed waterways.

The Strait became a neglected route with the opening of the Panama Canal in 1914. By the late 1930s, just a handful of ships a year made the interoceanic crossing.

However, many vessels constructed after World War II were too wide for the canal's narrow locks. Captains rediscovered the Strait as a convenient east-west passage where size was no problem.

ABOUT 200 ships crossed the Strait in 1965. The total increased to 363 in 1971. Chilean officials expect the figure to increase sharply by the end of the decade, when they predict total tonnage of international freighters will be 10 times that of 1940.

The Chilean Merchant Marine Administration is studying a reduction in the Strait's tolls to make the route even more attractive. The current toll is around 10 cents a ton.

The crossing generally takes a day. Ships pass uninhabited regions of breathtaking beauty with chilling names such as Hunger Port and Torture Bay.

The Strait's average width is 4.2 miles. It narrows to 180 yards at rocky, shallow Kirk Canal, a graveyard for ships in the pre-radar era. At some points, it widens to about 20 miles.

AMONG THE Chilean Navy's most notable feats has been installation and continuous maintenance of more than 100 luminous buoys in the most turbulent sectors of the Strait.

A three-man navy crew operates a lighthouse on 400-yard Evangelino Island at the Strait's Pacific entrance. The first lighthouse-tender, Englishman Edward Mackay, lived on the island 30 years.

The 50-member Chilean Pilots' Association is responsible for navigation across the Strait. About half its members are over 65 and technically retired, but they frequently are summoned to duty when necessary.

The pilots board the Strait-bound ships at Buenos Aires or Valparaiso and continue to the opposite port. They are away from home for several weeks at a time, although their actual work is limited to the day of travel through the Strait.

The government has required use of local pilots for Strait crossings for more than a century to prevent crashes and groundings that could block the passage.

From the October 15, 1972 Miami (Fla.) Herald. Reprinted by permission of the Miami Herald and United Press International.

LESSON NO. 12

THE UNITED STATES AND ISOLATIONISM

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Rationale:

Non-verbal literacy is an important human activity. Schools, and especially the social studies, have traditionally done far too little with non-verbal or visual symbols. The newspaper can be a tremendous resource for this type of material. Almost all the daily newspapers in the country carry at least one editorial cartoon. The lesson which follows is an example of how to use such an editorial cartoon in a U.S. history class.

In this lesson the students provide the title for the cartoon. This activity should be done individually and then the efforts shared. The students should then pool their captions to analyze what others felt was important in the cartoon. Some of the captions may have negative implications; some positive.

The next step is to examine the advantages and disadvantages of isolationism as a foreign policy. Most likely, a single aspect of isolationism will be seen as an advantage by some students and as a disadvantage by others. This difference of opinion should be encouraged. It is through the process of defending one's ideas that changes in attitudes and opinions come about.

Nowhere in the lesson plan is there a point where an exact definition of isolationism is given. This does not mean that it is unimportant; it is crucial. But a constant reshaping and refining of the meaning of "isolationism" is a more desirable educational goal.

Objective:

1. The students will be able to draw inferences from visual data (editorial cartoon).
2. The students will analyze the concept of "isolationism" and its impact on American foreign policy.

Assumption:

No major assumption is involved; the lesson is largely self-contained.

Teaching Strategy:

Have students describe what they see in this editorial cartoon.

Have each class member write an appropriate title for this editorial cartoon.

Have students collectively develop a list of what they think are the advantages and the disadvantages of an isolationist policy.

Working from this list, have students decide if the isolationism of the 1920's and 1930's was an effective policy for the United States. What were the results of pursuing this policy?

Senator George McGovern advocated in the 1972 presidential campaign that the United States change the course of its foreign policy by implementing a number of actions such as:

- Withdrawal of all fighting forces from Vietnam
- Defense budget slashes
- U.S. troop withdrawals from Europe
- Ending aid to Greece, etc.

Do these positions qualify McGovern as an isolationist?

Have students research how the following historical figures might have reacted to McGovern's measures:

- John Hay
- Gerald P. Nye
- Teddy Roosevelt

Evaluation:

1. To evaluate objective no. 1, students will be given other visual data from which they must make inferences.
2. In order to demonstrate their mastery of the second objective, students will explain in a brief written piece why it is impossible for the United States to pursue a thoroughly isolationist policy. Students must consider the impact of multilateral treaty organizations, the importance of world trade and the interdependency of nations brought about by the advances in transportation and communication.

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© 1972, Los Angeles Times, from the October 15, 1972 Los Angeles Times drawing by Pete Bentovoja

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LESSON NO. 13

THEODORE ROOSEVELT AND TRUST-BUSTING

Rationale:

One period of American history which students find most interesting is the era of Theodore Roosevelt. However, many textbooks give the impression that the problems facing Roosevelt have been solved. Somehow Theodore Roosevelt did away with greed, corruption, and numerous other evils.

In this lesson students are given an article describing a modern case of price-fixing in the plumbing industry. Any number of similar cases might also be used: the antitrust of I.B.M. or General Motors could be considered. Either might be used as an example in examining the problems tackled by Roosevelt, and both have been covered in the newspaper on a regular basis.

The first part of the lesson deals with a definition of terms. If the student does not understand what price-fixing or an antitrust suit is, little progress can be made. This part of the lesson should be essentially a review of what the students have learned in earlier studies of the Roosevelt administration.

The major part of the lesson revolves around the advisability of government involvement in the regulation of business. Essentially it is a task of considering alternatives and the consequences of these alternatives.

The ability to select between alternative courses of action confronts people constantly. By giving the student a strategy for making decisions the teacher is helping to develop a critical skill that transcends the study of American history. Examining the decisions others have made in the past should better equip the student to make his own decisions.

Objective:

The students will evaluate the efficiency of the federal government in the regulation of business.

Assumption:

Students should be familiar with Theodore Roosevelt's trust-busting efforts.

Teaching Strategy:

What action is the Justice Department taking with respect to the nation's leading manufacturers of plumbing fixtures?

Why is a damage claim being filed?

What is meant by the term "price fixing"?

Why does "price fixing" represent a significant threat to the public interest?

What is an "antitrust suit"?

Was government action the most efficient means of dealing with the alleged charges of price fixing leveled at the eight manufacturers? Were there other alternatives to government intervention?

Suggested Additional Reading:

A provocative consideration of alternatives is presented by Gabriel Kolko in *The Progressive Era: The Triumph of Conservation*.

Evaluation:

The students will demonstrate their mastery of the instructional objective by isolating in newspapers and periodicals *two* further examples of government regulations of business.

Students should be prepared to critically analyze the advisability of governmental regulation of business in each specific reported case.

*See Appendix C for transcript of actual classroom dialogue on this lesson.

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Weekly PLUMB

U.S. Files Damage Suit in Price Fixing

WASHINGTON, June 12 [AP]—The justice department filed a damage claim against the nation's leading manufacturers of plumbing fixtures today to recover alleged overcharges on government purchases from 1962 to 1966.

Atty. Gen. John N. Mitchell said the action, brought in federal District court in Pittsburgh, did not specify the amount of damages claimed by the government.

The claim was added to a pending civil anti-trust suit which accuses eight manufacturers of conspiring to fix higher prices on enameled cast iron and vitreous china plumbing fixtures.

Altho the amount of damages sought was not disclosed, the claim contended the government had to pay "substantially higher prices" for plumbing fixtures because of the alleged conspiracy.

The civil action was based on criminal indictments against the companies, eight of their officials, and a trade association.

A federal court jury in Pittsburgh found three of the companies and three officials guilty last month, after all other defendants pleaded no contest to the charges.

Government officials have said the verdict likely will bring on suits seeking billions of dollars from manufacturers.

Named as defendants in the government action were American Standard, Inc.; Kohler Company; Crane Company; Wallace-Murray Corporation; Universal-Rundle Corporation; Rheem Manufacturing Company; Borg-Warner Corporation; Briggs Manufacturing Company, and the Plumbing Fixture Manufacturing Association.

From the June 12, 1971 Chicago (Ill.) Tribune.
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LESSON NO. 14

LOCATING ASSUMPTIONS UNDERLYING ARGUMENTS

Rationale:

A desirable goal of an American history course is developing student skill in critically analyzing the data presented. This entails looking for assumptions in the arguments, and identifying misleading inferences and the use of unwarranted generalizations. These skills can be developed through the use of newspapers. The material selected for this lesson deals with the "population problem" that many feel confronts the United States. The two letters selected deal with the same question, but, being based on different assumptions, they reach different conclusions.

This lesson deals only with the skills of isolating the assumptions. No effort is made in this lesson to have the students consider the validity of the assumptions. If a teacher wishes to have the students check the validity of the assumptions, this can be done at a later time with different materials.

Objective:

The student will be able to isolate the assumptions underlying two conflicting positions in an argument.

Assumption:

No major assumption is involved; the lesson is largely self-contained.

Teaching Strategy:

What is the main point contained in the first letter? The second?

Are the two writers in agreement?

How does the first writer reach his conclusion? The second?

What are the assumptions in the positions developed by the first writer? The second?

Evaluation:

The student should locate two editorial commentaries which reflect a sharp division of opinion on the same subject. Students will then isolate those assumptions underlying the two conflicting positions.

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Effects on economy

Is birthrate decline cause to worry?

To the Editor:

Most Americans have been programmed to believe that there is a population explosion in this country. This is one of the greatest farces ever foisted on the American people.

This idea has been spread mostly by Planned Parenthood, the pro-abortion people, and Paul Ehrlich's book, "The Population Bomb," which is full of unreasonable speculation.

The birth rate per family has been declining in the United States for well over 100 years. In 1850, the average children per family was six and in 1970, it was 2.45 and dropping.

"Explosion" people seem to forget that our population growth was enhanced when we added immigration, Alaska, Hawaii and Puerto Rico to our statistics. (Almost one half million immigrants arrive in the United States yearly.)

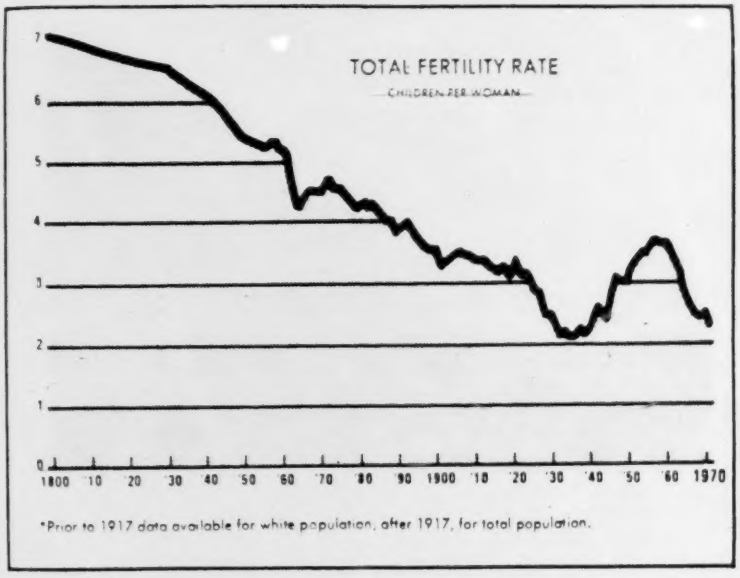
Our current death rate has hovered below 10 per 1,000 since 1954. As we age toward a "stable" population, this rate will climb to about 15 per 1,000.

As soon as our birthrate drops below 15 per 1,000—and it has dropped from 24.5 to 17.2 per 1,000 since 1958—we will bury more than we bear, and we will go into numerical decline.

There were almost 150,000 fewer babies born last year, about a 3 percent decline from 1970, although the number of women that reached prime child-bearing age (18-29) last year increased by more than 600,000 or four percent.

DICK KOOCH

Phillipsburg, N.J.



Graph from report of the Commission on Population Growth

To the Editor:

On June 14, The Inquirer reprinted a brief article taken from the Miami Herald headlined: "Population boom?" The article speaks of the declining birth rate and states that "worry about over-population will be reversed in the United States if recent trends persist."

To imply that population growth under present conditions can be "reversed" merely by a drop in the birth rate is dangerously misleading and quite incorrect. Population growth is a function not only of birth rate but also of death rate.

It is the difference between the two (plus immigration) that is responsible for growth.

At the present time our birth rate, low as it has become, is still roughly twice our death rate, a great tribute to medical science to be sure. The difference between the two is giving us a net increase of about 2,000,000 people per year.

Finally, the Miami Herald account, unfortunately typical of too much other one-sided and incomplete reporting on this subject, fails utterly to take into account the fact that in sheer numbers alone there are close to 30 percent more women of child-bearing age alive today — the result of World War II's baby boom — than at any time in the last decade.

This fact, coupled with the low death rate, far more than compensates for the decline in the birth rate and virtually assures the continuance of the dangerous population growth pattern we are now witnessing.

ALLAN M. JOHNSON
President, Planned Parenthood
Association of Southeastern Pa.
Philadelphia.

From the June 23, 1972 Philadelphia (Pa.) Inquirer. Reprinted by permission.

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Front page from sample newspaper, ANPA Foundation Newspaper Test.
Sample questions from test appear on page 40.

Governor Calls Session On Taxes

By RONALD McVAY
Chief Legislative Correspondent

STATE CAPITAL—Gov. Preston Forbes today called a special session of the Legislature for noon Monday to consider new state taxes. He said the additional levies were necessary to meet the state's mounting deficit, for which he placed the blame in large part on the controversial medical insurance program.

The two houses of the Legislature will convene in the House chamber to hear the governor's message, which is expected to be posed on a request for a state income tax.

Such a request would face difficult going, however, as leaders of both houses are on record against an income tax. They are expected to propose instead a doubling of the 2 per cent sales tax and penny increases in a series of existing state excise taxes.

The Senate majority leader, Blair Paxton, said the governor's message would receive careful study but that he doubted an income tax was necessary. The Assembly speaker, Walter Wilson, was more blunt.

"An income tax doesn't have a chance in the Assembly," he said. "The first thing we'll do is a little trimming on the budget, including the medical program."

The deficit, already $150 million, is laid largely to the medical insurance program. In effect since Jan. 1, the program has been far more costly than had been predicted and is expected to exceed its projected cost for the year by $200 million.

The deficit is attributed in part also to the state's ambitious anti-pollution campaign, launched before any substantial

Continued on Page 4

MIDDLETOWN
Daily News
Volume No. 1,000

Curtis Is Named 1st City Manager

By BRIAN CROWTHER
Daily News Political Writer

The City Council ended more than a decade of controversy last night when, by a margin of one vote, it named Middletown's first city manager.

Mayor Henry Hopkins, who previously had maintained a stance of neutrality, cast the decisive vote.

Voting with him were Councilmen Richard M. Burnes, George Maloney, Charles R. Stone and Frank Prince. Voting "no" were Councilmen Ralph W. Anderson, David Pardy, Henry T. Williams and Robert L. Wright.

Named to the new post was John Curtis, now city manager in upstate Portville, who has 28 years of experience in municipal government. His salary will be $25,000 a year.

The State Legislature approved the necessary changes in the city charter two years ago, with the stipulation that they could not take effect until a manager actually was chosen.

Hopkins said Curtis would join the official family in about 60 days.

Reached by telephone late last night after his appointment was approved, Curtis said he planned no immediate changes in Middletown.

"The first thing I'll do is get acquainted," he said. "I plan to spend several days walking around the city, just talking to people and observing."

Continued on Page 4

Staff Photo by Howard Thomas

ilson Wire and Cable Co. workers shout approval during meeting yesterday in gh school auditorium of motion giving leaders authority to strike.

Vilson Wire Plant Struck

duction workers at nd Cable mid- om-

a new contract. We are on strike."

The union had sought an across - the - board increase of 50 cents an hour, three weeks vacation after ve years and four weeks er 10 in addition to im- d medical bene

The Union president, George Dixon, told newsmen he would not comment on how far apart the two sides were, pending resumption of talks. He s new date had been hat he expected h with com

Search Begins For Missing Sub

SAN JUAN, Puerto Rico (AP) — An air-sea search is under way 100 miles north of here for a Navy research submarine with a crew of four that was reported missing yesterday.

The missing vessel, Woods Hole III, had been on a routine survey of the undersea terrain when its radio signals stopped at 9:08 a.m. yesterday, according to Navy officials here. The 24-foot submarine then failed to surface, as it was required to do

even if its mechanical air filters were not working.

Word of the loss of the sub's signals was radioed to the Navy base here by the submarine tender Galway, which was on duty with the Woods Hole III, and planes and ships with submarine-detection equipment were sent to the scene immediately.

Two destroyers equipped with the latest submarine-detection devices we patched from the State

APPENDIX A

OBJECTIVES OF NEWSPAPER PROGRAMS REVEALED BY THE ANPA FOUNDATION NEWSPAPER TEST

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I. Competence in Reading Newspapers

A. SKILL

1. Ability to spot the main point or emphasis quickly and to distinguish it from background, details, misinterpretations, and points not covered. The skilled newspaper reader knows that main point is likely to come first.

2. Ability to check off information quickly and to reject points not made, views not expressed, unwarranted interpretations, etc. . . .

3. Ability to distinguish exact, careful interpretations from slapdash, unwarranted, unqualified interpretations, reading in more than is justified by the context, imputing sinister motives, or giving fanciful meanings to ordinary events.

4. Ability to distinguish what was reported as a fact from expressions of opinion, the statement of a qualified observer, or quoted statements that may or may not be true.

5. Ability to locate desired information quickly.

6. Ability to recognize which stories or features best illustrate a given point, such as something teenagers did that was good, the point of an editorial, cartoon, or material of only local interest.

7. Ability to interpret editorial cartoons: e.g., The main point is . . . The cartoon represents the concerns of . . . A headline related to this cartoon is . . .

8. Ability to interpret details in photographs: e.g., The person in the middle is the . . . The baseball picture shows that . . .

B. KNOWLEDGE

9. Knowledge of either indicated or probable sources of information: e.g., wire service, special correspondence. Where did the reporter get this information? The person most likely to write this article was . . . The information was probably given out by . . .

10. General knowledge likely to be acquired by newspaper readers and needed to interpret reports: e.g., why pickets are used in strikes, or an event that could have happened recently.

11. Knowledge of the meaning of terms often used in various types of reports: e.g., fringe benefits, production workers, sweeteners, amnesty.

12. Knowledge of newspaper format: usual location of editorials, political columns, classified ads, sports, etc. Index on page 1 expected and used.

13. Knowledge of technical newspaper terms: e.g., dateline, by-line, banner, masthead, caption, etc.

14. Wire services: identification (AP), functions, advantages, kinds of material they furnish: e.g., Which of a set of given stories is likely to appear in almost the same words in other newspapers of this date?

C. JUDGMENT

(*Judgment* is here distinguished from *Skill* chiefly in that it implies an ability to evaluate in addition to an ability to understand. It is often developed by maturity and experience rather than by practice alone.)

15. Ability to assign causes, reasons and motives.

16. Ability to interpret attitudes toward a situation or course of action: e.g., Do X and Y agree or disagree in their attitude toward this proposal? What attitude does a given action imply? What event would favor or oppose a given course of action?

17. Ability to judge why a statement was made: e.g., He tries to give the impression that . . . X is cited as an illustration of . . . The purpose of this discussion is . . .

18. Ability to see implications or to extrapolate from given information: e.g., The governor's action suggests that he . . . The report implies that the present practice is . . .

19. Ability to judge the relative importance of various points: e.g., The chief purpose is to . . . The immediate purpose of the treaty is . . . His chief criticism is directed against . . .

20. Ability to judge what is happening in terms of what generally happens in similar situations: e.g., Why is the airport expansion to be paid for by taxpayers? . . . The strike settlement will probably result in . . .

21. Ability to anticipate what is likely to happen next in a given situation: e.g., The next development in the strike is likely to be . . . The most probable result of X will be . . . The governor is likely to . . .

22. Ability to judge why various kinds of material of specific items are published: e.g., editorials, opinion polls, columns, reviews, letters to the editor, etc.

23. Ability to recognize differences in the kinds of language or style that is appropriate for various kinds of material.

24. Ability to interpret and assess advertisements: e.g., main emphasis, general credibility, inferences that can and cannot be made.

25. Ability to interpret and criticize opinion polls: e.g., Which conclusion is supported by the poll? Is the sample representative? Is it large enough? Does the wording of the question bias the results?

26. Ability to criticize various types of material: e.g., letter to editor for evident prejudice, opinion poll for wording of question, review of art exhibit for "flamboyant" style, etc.

27. Ability to recognize and appraise differences between newspapers and other media: e.g., more emphasis on local and state news, greater detail than radio and TV news, NOT necessarily more accurate or up-to-the-minute, etc.

II. Understanding the Roles of Newspapers in a Free Society

28. Understanding that freedom of the press is protected by the First Amendment and includes freedom to ferret out and publish news without official permission or censorship, and that minorities have the right to publish unpopular views.

29. Understanding that the press is responsible primarily for the accuracy and completeness of its coverage of important and interesting events, both in reporting the facts and in interpreting their meaning. It is generally much less subject to political pressure than the press in totalitarian countries.

30. Understanding that the press is responsible for libel and hence is unwilling to publish letters to the editor that attack character, but is quite willing to print opposing views.

31. Responsibility of the press for arousing interest and concern for public issues and problems and for attempting to formulate and guide public opinion.

32. Responsibility of the press for keeping officials responsive to the public interest by calling attention to their decisions and actions and by exposing graft, corruption, inertia, inefficiency, waste, etc.

Sample questions from ANPA Foundation Newspaper Test.

1 The story about taxes (page 1) was probably obtained by a reporter

1 from a wire service interview with Governor Forbes.
2 who heard the governor deliver this speech on television.
3 who copied a bulletin released by the governor's press secretary.
4 whose main job is covering the state legislature for the *Daily News*. 1

2 In regard to a state income tax, Blair Paxton and Walter Wilson

1 disagree; Paxton is against it.
2 disagree; Wilson is against it.
3 agree that it is needed.
4 agree that it is not needed. 2

3 According to this news story, the governor is expected to propose

1 an increase in existing taxes.
2 a reduction in state services.
3 a state income tax.
4 an inheritance tax. 3

4 Brian Crowther, who wrote the story about the city manager (page 1), is a

1 syndicated columnist.
2 *Daily News* managing editor.
3 *Daily News* special correspondent.
4 *Daily News* reporter. 4

5 Until the appointment of John Curtis, Middletown had been run by

1 a city charter.
2 the state legislature.
3 a mayor and city council.
4 the previous city manager. 5

6 The close vote on the appointment of John Curtis was due primarily to

1 lack of confidence in his ability.
2 the opposition of several council members to the city manager plan.
3 the equal division of the council between Democrats and Republicans.
4 the opposition of Mayor Hopkins to this appointment. 6

7 Which of the following probably sent in the story about the strike (page 1)?

1 A reporter who sat in on the negotiations
2 A reporter who questioned negotiators after the conference
3 George Wilson, president of the company
4 George Dixon, president of the union 7

8 Which of the following are on strike at Wilson Wire?

1 Machine operators
2 Office workers
3 Salesmen
4 All of these 8

9 In comparison with radio and television reports of an incident like the missing submarine (page 1), the newspaper account is likely to be more

1 accurate.
2 detailed.
3 impartial.
4 up-to-the-minute. 9

10 Captain Young mentioned that the ocean floor is smooth in the area of the missing Navy submarine (page 4) because

1 that will make the rescue operations easy.
2 he thinks the submarine could not have hit anything.
3 electronic devices can more easily locate objects on smooth surfaces.
4 the map shows little variation in depth of water in that area. 10

11 The editorial on taxes (page 2) comments on all of the following EXCEPT

1 the kinds of legislative action that it opposes.
2 ways to reduce the cost of state services.
3 reasons for the increase in state spending.
4 the need for additional revenue.

EXCEPT 11

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APPENDIX B

READING COMPREHENSION

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Many of the strategies we have considered depend on the student's ability to comprehend what he reads and to reach agreement on what a given article says. The following exercise, presented at an ANPA Foundation conference at Syracuse University, is an excellent example of an activity designed to improve student's reading comprehension. Obviously such an exercise can be repeated with articles appropriate to the reading abilities and interests of your students.

Presidential Agentry

By C. L. SULZBERGER

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"Presidential Agentry"

What Does The Author Say?
Directions: Check those items that identify what the author says.

_____ 1. The president has used personal agents for recent diplomatic moves, rather than the secretary of state

_____ 2. The president trusts personal agents more than he trusts the secretary of state.

_____ 3. William Rogers is the first secretary of state to be by-passed by a president in diplomatic negotiations.

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_____ 4. Chiefs of state in West Germany, France, Great Britain, and Russia each use their Foreign Ministers differently in negotiations with other countries.

_____ 5. Most secretaries of state have been lawyers.

_____ 6. Francois de Calhieres asserted that lawyers are not good diplomats.

_____ 7. Chiefs of government *everywhere* assert personal direction over foreign policy.

_____ 8. The world has become compact and dangerous.

_____ 9. Difficult decisions require greater speed than is possible through foreign ministeries.

_____ 10. Summit diplomacy relies solely on ambassadors while "hot line" diplomacy relies on personal agents.

What Does The Author Mean?

Directions: Check those items that identify what the author means by what he says.

_____ 1. Recent American diplomatic negotiations are notable more for who made them than for what was accomplished.

_____ 2. A secretary of state cannot serve as a presidential agent.

_____ 3. Chiefs of state generally have replaced foreign ministers in international diplomacy.

_____ 4. General Marshall was a minimally competent Secretary of State.

_____ 5. Law and theology produce curious diplomats.

_____ 6. World pressures and rapid communication have rendered traditional diplomacy obsolete.

_____ 7. It is easier to create a new system of international communication than to redesign an old one to make it effective.

_____ 8. Foreign ministers, like Kings or Queens, are nostalgic symbols of past glory.

How Can We Use The Author's Ideas?

Directions: Check those items that identify a reasonable application of the author's ideas.

_____ 1. Parkinson's Law operates among diplomats as much as among deckhands.

_____ 2. Slow machines cannot function on a fast track.

_____ 3. Either one copes or one defends.

_____ 4. Obsolescence may cause bureaucratic accretion rather than sufficient reduction.

_____ 5. Accountability precipitates more immediate action than does responsibility.

APPENDIX C

CLASSROOM DIALOGUES

LESSON NO. 7

HISTORICAL ANALOGIES
Classroom Dialogue

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The class in this discussion was a ninth grade in a suburban school. The students were in an academic program and were all good readers. Yet these students had difficulty with the editorial column, especially in separating fact from opinion. This was a problem throughout the class period. Here are excerpts from the class discussion. The students are examining the role of historical predictions and the motives of those who make such predictions.

Teacher — "So then we come back to the original question — are such comparisons fair? Do you think this presents a fair view of the situation?"

Mike — "No, because you can have a person put in good facts about the one guy and all the bad facts about someone — like you can hear a speaker who can really get you riled up and afterwards you think about it."

Angela — "If he prints all of this bad stuff about Nixon he should put some good facts in, too. That would give a fair view."

Teacher — "Do you think that was his intent — to give a fair view?"

Angela — "No, I think he put all these facts in here because he wanted to make people think Nixon wasn't all he was cracked up to be. I think that's why he wrote the whole article."

Teacher — "The whole article was to cut down Nixon?"

Angela — "Yes."

Teacher — "Possibly it could have been one of the underlying reasons."

Paula — "I agree with Angela. I don't know the author but he might like Grant but not like Nixon and that's why he's making this comparison. Say he liked Lincoln but didn't like — I'm not that good about presidents — I don't know who's good and who's bad — but say he's for Lincoln and Lincoln likes Nixon — but Nixon has done good stuff — so he might just say some things to make Lincoln look bad. If you knew the guy, we could know what he's trying to get across."

Teacher — "O.K., if you knew the author and you knew his prejudices you could tell. O.K. then, his point in the article would be to point out the guy he liked and why he liked him."

Paula — "It says Grant had trouble with the centennial and now Nixon's having trouble with the bicentennial. Well, everybody knows Grant wasn't too good. It said here how he had economic stagnation and scandals. So he's comparing — so he's telling how bad Grant was and then says Nixon's about the same way. So you have to say Nixon's a mess."

Teacher — "So it really comes back to the whole original question — are these comparisons fair? Is it fair to compare Grant in 1876 with Nixon in 1976?"

Paula — "That's too long a time period to compare things. You might compare a time period a couple of years before, but things change in a hundred years."

LESSON NO. 8

PREDICTIONS AND HISTORY
Classroom Dialogue

The tenth grade students in this discussion have already examined the newspaper article on President Grant's visit to China and discussed the specific predictions made by Grant. They have looked at the difference between a statement and a prediction. The focus of the discussion reproduced here is a consideration of the basis upon which one makes a prediction. The students are concerned with the accuracy of the picture that China presents to Americans; does a visitor see the "real" China or only a selective part of it.

Stewart — "The Chinese would try to show a president a more favorable picture than they would an ex-president."

Teacher — "O.K."

Marilyn — "I don't think so."

Teacher — "Why not?"

Marilyn — "Why? Because I think having an ex-president at that time visiting China would be just as powerful as a president. People simply didn't go visit China every day."

Bill — "No, I don't agree. You're thinking of China as we think of it now. I don't think China was a big deal then like it is now."

Tracy — "Right, they have a lot more to gain now than they did then."

Marilyn — "That's not what I mean."

Teacher — "What do you mean?"

Marilyn — "What I mean is that I think they would be interested in any American."

Bill — "Oh yes, but I think I would want to make a bigger display to someone who is in office than somebody who is out of office."

Lisa — "Yes, but they would still realize that what he has to say would make an impact."

Teacher — "Just look at the impact it (Grant's trip) had because here we are in 1972 reading about it in history class."

Bill — "Oh, I don't question that."

Teacher — "Would this idea about what the Chinese showed Grant, or showed Nixon, have any bearing on the accuracy of the predictions?"

Bill — "Certainly."

Teacher — "Explain."

Bill — "Well the more reliable or the more truthful the picture a visitor sees, the more accurate his predictions will be."

Teacher — "In other words, if Nixon only sees the good things in China he is apt to think China is better than it really is."

David — "I bet that was the same with Grant."

Sherrill — "China wasn't Communist then."

David — "Still it would be the same."

Sherrill — "Probably."

Bill — "Even when people come to the United States we show them the best things."

Teacher — "Could this be why some of Grant's predictions are wrong?"

Bill — "Yea, I don't think he talked to the common

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people — he wouldn't know if they wanted a revolution or not."
Teacher — "So — this might be an explanation as to why Grant's prediction on a revolution was slightly off."
Bill — "Yea."
Sherrill — "Nixon probably didn't have too much contact with the everyday person either."
Mark — "Right."
Sherrill — "I mean he probably saw them — but he never talked to them."
Lisa — "No, he didn't, but the reporters did, and Grant didn't have that."
Teacher — "Would these people be able to make better predictions than the president?"
Lisa — "I think so; if a person has more information to base his predictions on, then the more accurate the predictions will be."

LESSON NO. 11

PANAMA CANAL
Classroom Dialogue

This lesson deals with a fairly recent event — the growing neglect of the Panama Canal by large ships. As the size of ships increase, more and more are being forced to use the Strait of Magellan. The classroom discussion reproduced here deals with the identification of the problem and the consideration of alternative solutions. This transcript begins with the introduction of the article.
Teacher — "What does the headline in the article say?"
Keith — "It stages a dramatic comeback."
Teacher — "What does that mean?"
Phillip — "It's being used again."
Teacher — "O.K., it's being used again by ocean-going ships. Well, we said that the Strait was ignored for most of modern history because of the Panama Canal. This newspaper article reports that the Strait is now being used again. What could be the reason for this?"
Christy — "Well, maybe there're so many ships that it might take them too long to get through."
Teacher — "Good; the volume of traffic. Can we say anything about the sizes of the ships?"
Maureen — "Well they've got bigger ships now — they can't get through."
Teacher — "There's a limit as to the size of the ship the canal can handle?"
Maureen — "Yea, they probably only dug so deep a hole."

From this point the discussion centered around the problem of the size of the canal. The problem of using locks in the canal was also raised. This meant that the teacher had to give a brief explanation on locks and how they allow ships to move from one level of water to another. As the discussion is picked up again, the point has been made that locks put a limit on the size of ships using them.

Greg — "A lock can only be so long and so wide."
Glenn — "If you build a lot of big ships then none of them will be able to use the canal."
Teacher — "Right."
Peter — "If the boat is longer than the canal then they can't close the door on them."
Teacher — "That's one thing."
Peter — "That's the main reason."
Will — "Now they have these big supertankers."
Susan — "You mean they all have to go through the Strait of Magellan now."
Teacher — "Right. Now we have discussed the fact that the canal can't accommodate big ships; can you list some alternatives that might be possible for these ships since the canal is no longer large enough?"

(At this point the students wrote their suggestions on scrap sheets of paper. This is done in most cases to get all of the students' attention back on the discussion topic.)

Ellen — "Well, all people should merge together and make it appropriate."
Teacher — "Can you elaborate on that a little more?"
Ellen — "Make it wider and have longer locks."
Teacher — "You mean rebuild the canal itself? O.K., what's another?"
Susan — "Make the ships all the same size."
Robert — "They could make a whole new canal some place."

After the students generated a few more alternatives the discussion moved to the evaluation of various alternatives in terms of dollar cost, both direct and indirect. This discussion is a good example of the decision-making process that is such an important and transferable skill.

LESSON NO. 13

THEODORE ROOSEVELT AND TRUST-BUSTING
Classroom Dialogue

The students who took part in this lesson were vocational track students in the eleventh grade. They were all fairly good readers, but experienced difficulty in focusing on the points in the lesson. The teacher took the problem presented by the stimulus, and encouraged the students to generate alternatives to the problem.
Teacher — "What is the Justice Department doing here? What is it called?"
Bill — "I can't understand it."
Teacher — "Does anyone know what this practice is called?"
Peggy — "Filing a damage claim. It's called a damage claim."
Teacher — "O.K. Why is it (the government) filing a damage claim? What are the plumbing manufacturers doing?"
Steve — "Overcharging."
Teacher — "Overcharging. Just overcharging?"
Jane — "No. They're fixing prices."
Teacher — "All right, what is fixing prices? Remember in Theodore Roosevelt's time they had monopolies. Is there a difference?"
Peggy — "Yes, I think there is."
Teacher — "O.K., what?"
Charles — "Right — hold it — a monopoly is like when one company owns all railroads."
Teacher — "Right."
Charles — "This isn't like a monopoly but they all charge the same prices. So no matter what, you pay the same price — so it's the same as a monopoly."

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Teacher — "Well, is it a big threat to the public's interest?"
Charles — "It's unfair."
Jane — "If they all work together they can make us pay any price they want."
Teacher — "Right, now what effect could the court have on you as an individual? Suppose you had a piece of pipe break in your house."
Bill — "You might try to buy another kind of pipe."
Jane — "Don't fix your toilet."
Teacher — "You mean you wouldn't buy the products you needed."
Jane — "Yea, a boycott."
Teacher — "Is the consumer ever even aware of this problem though?"
Steve — "No, you don't know it."
Teacher — "Well how can the government control business?"
Alfred — "Laws."
Charles — "Antitrust laws and Hepburn Acts like in T.R.'s time."
Teacher — "What do they do if a company breaks the laws?"
Peggy — "They fine them."
Jane — "Sure, but the fines are never very much."
Teacher — "What might be another way the government could stop companies from getting together and raising prices?"
Bill — "They could let more Japanese products come into the country."
Alfred — "Then the companies would get scared and lower their prices."
Teacher — "What about another way?"
Steve — "They could pass laws saying that only small companies can exist."
Teacher — "O.K., how effective would this be?"

At this point, the discussion moved to the evaluation of the various alternatives that were offered. The students are combining their knowledge of Theodore Roosevelt's attempts to control unfair business practices with their knowledge of current situations. The original stimulus, an article from the newspaper, offered the students an opportunity to apply their knowledge to a given problem in today's world. It is this ability of the newspaper to portray current cases of longstanding problems which makes it so useful in history classes.

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For further information on the use of newspapers in education, write:

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